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ABSTRACT

This practicum project sought to increase teachers' awareness of handicapping conditions and of the role of support service personnel, and to encourage them to make more appropriate and more timely referrals of potential special education students. The project's goals were to enable teachers in two targeted elementary schools to: understand the role of the psychologist, understand the referral procedure for special education assessment, differentiate legally handicapped children from slow learners or problem children, and make appropriate referrals to the screening committee. The project used a guessing game to clarify the role of the school psychologist, simplified charts to visually map the referral process, cartoons to indicate distinguishing referral characteristics, a videotape showing problem behaviors, and sample screening forms. Results of a subsequent screening meeting showed that the quality and quantity of referrals were increased in both schools. However, the results of specific objectives, such as numbers of teachers making referrals and teachers' knowledge of the psychologist's role and the referral process, were somewhat equivocal. Thirteen appendices containing supporting material including the teacher questionnaire conclude this document. (JDD)

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PRACTICUM REPORT

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Center for the
Advancement of Education
Ed.D. Program

A Program to Increase Early Elementary Teachers' Referring Behavior for all Eligible Special Education Students through Multi-Media Inservice Training

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FEB 23 1988

A Program to Increase Early Elementary Teachers' Referring Behavior for all Eligible Special Education Students through Multimedia Inservice Training

by

Lorraine F. Goldberg

Cluster XXIV

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

FEB 23 1988

PRACTICUM APPROVAL SHEET

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Approved:

2-11-88
Date of Final Approval of Report

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ABSTRACT

A Program to Increase Early Elementary Teachers' Referring Behavior for all Eligible Special Education Students through Multimedia Inservice Training. Goldberg, Lorraine F., 1988: Practicum Report, Nova University Ed.D Program in Early and Middle Childhood. Descriptors: Prereferral/ Referral/ Childfind/ Casefinding/ Handicap Identification/ Intervention/ Psychological Evaluation/ Special Education/ Teacher Education/ Staff Development/ Inservice/ Inservice Education/ Instructional Materials

Within many school systems eligible children do not receive legally mandated special education services. The massive literature dealing with this issue has attributed a variety of reasons to the problem, but few remedies. Since the teacher is the primary referral source, this practicum undertook the task of elevating teachers' awareness by increasing their knowledge of handicapping conditions and support service personnel.

In some school districts no provisions are made for continuing education, and as a result, teachers acquire additional knowledge only by voluntarily using their personal time. This project sought to educate teachers in an oblique palatable manner by using small steps and a multimedia approach. The materials included a game, graphic hand-outs, posters, cartoons, and a videotape.

The dynamic inservice took place in two elementary schools over a period of three months. At the end of this period the quality and quantity of referrals were increased in both schools, but only one school prioritized early identification and demonstrated adequate understanding of the entire referral-to-placement procedure.

CHAPTER I

INTRODUCTION

Description of Community

This project took place in two elementary schools located in one geographic and administrative area of a public school system that serves approximately 190,000 children, and provides ancillary services to 20,000 additional enrollees in the parochial system. Although according to the last published census, black people in the city outnumber whites by better than two to one (1980 Census of Population), the children in the schools are 90% black. Much of the population, factory workers and their descendents, who emigrated here during World War II, are victims of the auto industry deterioration and decentralization. No longer are seen swarms of workers rushing to and from the large plants on both east and west sides of the city, and public transportation is functionally nonexistent. Today most traffic consists of white middle-class suburbanites driving into the commercial center of the city and leaving at day's end.

For every new business moving into the city, two more move out and more than a third of the city's 1.2 million people are on welfare. The city seldom looks busy even during the day when most of the visible shoppers are black and have a lower income level than their white counterparts who flock to the suburban malls. The decrease in housing

and population has netted more than a normal percentage of the aged, very young, and poor-both black and white (Widick, 1972). As a result of the diminishing local property tax base on which school funding had been based in this state, a more equitable system had been instituted a few years ago which shifted the burden onto the state itself. Additional monies are provided to economically needy individual schools by the federal government and ear-marked state dollars are designated for remediation to children who have achievement deficits.

Writer's Role

As a school psychologist assigned to service four elementary and two middle schools in one geographic region of this city system, the job description is vague and not contractually defined. The generally agreed upon role is that of primary gatekeeper to special education. The school psychologist reevaluates special education students each three year period by state and federal mandate. In addition, the psychologist is charged with identifying potential handicapped school-age children through consultation with school personnel, outside agencies, and parents. Decisions regarding appropriate action are made by a screening committee chaired by the psychologist but composed of the building administrator, the school social worker, speech and language specialist, referring teacher, and other directly concerned persons. Once the decision is

made to evaluate, a special education referral is completed by school staff, signed by the guardian, and forwarded to the area psychological supervisor who completes the paperwork and eventually assigns the case to the staff psychologist. This staff psychologist subsequently evaluates the youngster, requests additional evaluations from other support persons, coordinates the recommendations, and convenes an Individualized Educational Program Committee (IEPC) whereby the recommendation is reviewed and implementation directed. Thus, the psychologist has the prime responsibility to insure that all children who are legally entitled to special education receive those services as mandated by PL 94-142.

Description of Population

Specifically, the four schools serviced by this psychologist differ from the total city system in that the mean family income of each building is too high to qualify for federal dollars. The limited state monies are sufficient enough to provide only individualized remediation by para-professionals, not licensed teachers. Three of the buildings house special education classes, and while traditionally all had kindergarten through fifth grade, the sixth grade has been added this year. The corresponding increase in enrollment has overtaxed the already limited physical resources and work space is now at a premium. Fifty percent of the population in the four schools are

children in families headed by single females. One of the two smaller schools draws from a relatively wealthier neighborhood which is 100% black, and the vast majority of these homes have cars and telephones. Of the parents from these schools who work, most have clerical positions or are in the skilled and nonskilled trades. A few are nurses and in the affluent smaller school some are teachers in the system. Most of the children in these four elementary schools live in single family dwellings, some own their homes but most rent. Using the school families' self-reporting data count, 50% of the population are below the federal government's poverty line. The average class size is over 30 students and has but one adult in charge with an occasional parent volunteer to assist with paperwork.

Each of the two smaller schools has ten academic teachers, one specialized relief teacher, approximately 350 students, and a semiautonomous administrator who is under the aegis of a principal. In one case, the principal supervises both the elementary and adjacent larger middle school. The elementary grades and two special education classes are housed in two locales, a detached module and the main facility. With the exception of a few children who attend the school by parent request and the special education students, the entire student body live in the neighborhood and walk to school. The other building administrator is nominally supervisored by a principal from

another elementary school. Seventy-five percent of the students are black since one-third of the school children are bussed from another racially similar neighborhood. The kindergarten teachers have two half-day classes and theoretically only grades three and up are designated as such. The first years out of kindergarten are called primary, and children progress at their own pace, some requiring three or four years to move onto the third grade. Since most classes have split grades, there are three and one-half primary classrooms, one and one-half third grades, two fourth and two fifth grade rooms. An itinerant speech and language specialist, a social worker, and a special education consultant visit a portion of two to three days a week.

In contrast, the two larger schools have a student body of over 580, and each has 17 classes, 15 general education teachers, four specialists, a full-time speech therapist, an itinerant social worker, two instrumental music teachers, and five special education classes. Since almost no one elects to go home for lunch, all the children remain in school for the full six and one-half hour day. Although one school is located in an extremely desirable, racially mixed neighborhood, most of the local population receive private education. Thus, many of the school children, who are 99% black, live elsewhere and have special permission to attend this school. As a consequence of an unusually involved parent group, the school has superior

materials, such as playground equipment and a completely outfitted computer room, but inadequate personnel. A half-day preschool class serving neighborhood residences has been added this year

The other large school, in a lower socio-economic area which is predominantly white, has, in addition to the other classes, an ESL (English as a Second Language) room. The children in the building are 55% black with 80% below the poverty line. Most of the black children are bussed from another neighborhood. Aside from the racial composition, the school population reflects the city as a whole; most students are from single parent families with multiple children who are supported by public assistance. While almost all live in single family residences, few own their own houses and generally many members of the extended family share the same premises. Although the majority of parents express their interest in the educational process, very few participate in the school activities and conferences. The majority of the households have working telephones and private means of transportation. All residences are in the fringe area of the city and most are neat brick one-story single family houses with individual driveways.

Standardized scores using the California Achievement Test administered in the third and fifth grades this past school year yielded reading levels below the national norms. All schools showed a slight drop in scores at the older

level. One of the larger schools consistently demonstrates higher math than reading levels, and in fact, showed math scores above the national norms in both grades with significant gains at the higher grade level. The principal of the school attributed this success to the expertise of the math teacher. Although the other schools have relatively better reading scores than math, neither subject is equal to the national norms. Commensurate with these findings are the results of a criteria-referenced measure administered to all fourth grade students in the state. Only 50% of the children in two of the schools attained the acceptable mastery level. While almost 70% of the students in the other schools were successful in math, less than half were in the expected category of achievement in reading in one school.

Directed from central city-wide administrative offices, this school system has additional supervisory headquarters in eight regional centers. Although no official data is available, it is commonly known that this system has an inordinately high proportion of administrators, particularly in the nonschool settings. As a result, most instructional directives come from unseen professionals, and often bear little resemblance to realistic learning situations. Textbooks are uniformly chosen by a city-wide committee, while teaching objectives are specified by another committee. The classroom is monitored by two curriculum staff members, one at the local level and one central

person, an achievement specialist, and a discipline supervisor. Since the teachers' ability to make independent decisions regarding their specific learning situation is seriously curtailed, and much paperwork is generated by the hierarchy of administrators, a spirit of helplessness and futility permeates the atmosphere in these schools.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

From a practical standpoint the individual teachers, as the prime referral source of children to the screening committee, view this role as either unnecessary additional paperwork or as a means of removing a troublesome student from their locus of control. Since scores on standardized tests are often used in the rating and promotion of teachers and building administrators, a low functioning student can have a detrimental effect on the professional. Placement in special education, the only group who are exempt from norm reporting, is a viable means of eliminating someone who may skew the mean downward.

Many teachers do not understand how special students differ from regular education children, and this situation is exacerbated in this system where the majority of students are, in fact, underachievers. Additionally, the pressures of coping every day with the unexpected extinguish any motivation the instructors may have had to acquaint themselves with policies, procedures, and personnel which do not directly impact on the demands faced each day. On the other hand, some teachers consider acknowledgement of any problem as a personal affront to their own competence.

As a result, the amount and type of student referred for special education screening is arbitrarily contingent

upon the individual teachers' knowledge of handicapped children, the pressures they feel, their professional self-confidence, and their willingness to participate in what is viewed as an optional duty. Often, through ignorance, individual biases supersede objectivity, and students who are personally objectionable are referred with greater frequency than those, perhaps, who are more qualified candidates. This arbitrary method leads to a denial of timely services since children are not referred until their problems become so severe that they can no longer be ignored and often times too late for effective remediation. In point of fact, the majority of referrals do not originate in the lower elementary grades but are, rather, from the fourth, fifth, and sixth grades. The problem is further compounded by the lack of scheduled screening meetings; these meetings have traditionally been held on an as-need basis, determined arbitrarily, whenever a sufficient number of referrals have been received by the office. Whenever the principal feels a meeting is warranted the adjunct staff is notified and a mutually agreeable time is established. The contact person varies from building to building and at times there is a midyear switch due to uncontrolled personnel changes, resulting in confusion as to who is responsible for what procedure.

Most past efforts to ameliorate this situation have focused on in-service training of teachers during a regularly scheduled meeting. These meetings, invariably

held after a long work day, are tedious and the teachers so exhausted that most information is not internalized. Furthermore, the procedures and rules are too extensive to be absorbed in one session. Generally, personal contact has not been established and the teachers feel very remote from the support staff responsible for special education. Thus, their only tangible reinforcement emanates from the physical removal of the children from their class.

In short, some handicapped youngsters are either denied legal service or are provided assistance when the problem has accelerated beyond manageable parameters because teachers have not identified needy students in a timely fashion.

Problem Documentation

A list of students referred to the screening committee during the past school year in all four elementary schools served by this psychologist was compiled and reason for referral and total number of referrals by grade was documented. Reasons for failure to refer were gathered by informal interview and included complaints that involved citation of institutional and procedural constraints. These figures were then compared with the literature dealing with general trends and expectations nation-wide.

In the larger of the target schools, two screening meetings were held during the past school year, one in the fall and one in the spring. The social worker, speech

therapist, psychologist, principal, and referring teachers participated in these meetings. Additional names, informally screened by this psychologist in an effort by the administrator to facilitate the process, were added to the list. No kindergarten children were referred and only one out of the three first grade teachers referred any students. Research (Glazzard, 1982; Haring & Ridgway) has demonstrated that early detection, especially by kindergarten teachers, is the most useful in the selection of developmental retardation and the most expedient predictor of future reading problems. In contrast to this present situation, most research (Hyde, 1975; Nicholson, 1967; Ysseldyke, et al., 1982) has demonstrated that the majority of referred students have been in the primary grades. All four second grade teachers identified one student each, while one third grade teacher referred one student. The fourth grade homeroom teacher referred six children but no one in the fifth grade was selected. These figures, totaled, reflect that 2.6% of the population were referred for screening with an equal number of early and later elementary-age children. This resulted in a placement rate less than the 3% reported national incidence (Algozzine & Ysseldyke, 1981), which was relatively even lower since only 75% of those referred were recommended for evaluation and still less were evaluated and subsequently placed. In a survey of 94 systems in 37 states, Algozzine, Ysseldyke, and Christenson (1983) found that 73% of all students referred were eventually placed.

Furthermore, the 1.7% city-wide prevalence of Mildly Mentally Impaired (1986-87 Wayne County Intermediate School District Report) is less than the 2% national rate (Chiles, 1987).

The majority of referrals, seven, cited learning problems as the primary reason with five listing either behavior disorders or a combination of the two as the next most frequent reason. Language and sensory deficits were noted in three.

Teachers who did not refer anyone were questioned informally and the following responses were characteristic. Several stated that they simply did not have the time to fill out the paper work, others did not even know the procedure, still others felt it was an exercise in futility since students rarely were placed. Some people thought they could handle the problems since all their students were making progress, and some expressed their ignorance of whom to refer. The kindergarten teacher confided that she did have a couple children who appeared delayed, but she was waiting because she thought that it was frowned upon to refer kindergarten students.

The second large school suffered a change in administration midway through the school year. The screening coordinator's job was phased out and her role was assumed informally by the principal. The only records were those kept by the psychological supervisor, and the screening was limited to the two administrators. Two

meetings were held and it was generally reported that the principal encouraged teachers to refer all students who were failing the grade, and in fact, psychological services was deluged by parents of failing students who wished to know when the evaluation would take place. As a consequence, three kindergarten children and a school total of 28 children, half of whom were in the later elementary grades, were referred. Assuming 73% placement, this rate, 5.5%, was well above the national average (Algozzine & Ysseldyke, 1981).

Twenty-three of these youngsters were identified for learning problems, while two had possible sensory deficits, two were behavior problems, and one had a combination of two reasons.

Although the smaller target school conducted only one screening meeting, two others that were scheduled had to be cancelled. The administrator of this building, very supportive of his staff, was new to this position and not completely knowledgeable of special education procedures. As a result, while nine children were referred and four recommended for evaluation, none were tested since the paperwork was not completed. This referral rate, 2.5%, slightly below the reported national average, was a composite of only six out of a possible ten teachers. There were no kindergarten or first grade children identified. Less than half were referred for learning problems, but an additional two were cited as having a language deficit. The

remaining three were referred for behavioral or emotional difficulties.

In the second small school no formal screening meetings were held, but five children were screened by the psychologist at the request of the principal, the social worker, and individual teachers. Since both the psychologist and social worker, as well as the administrator, were newly assigned to this particular building this school year, no procedures had been outlined, and the psychologist was never formally introduced to the staff. While two referrals initiated in the Kindergarten, two from one first grade teacher, and one from the second grade, the total incidence rate of 1.6% was well below the national average.

Potential harm to the unserved population was demonstrated in the St. Louis Public Schools (1984) whereby it was seen that over a five year period the attrition rate for unplaced children with suspected handicaps was twice that of those who had been identified. Evidence that the target population contains the unserved can be inferred by comparision of the 1980 special education enrollment figure (1987 Intermediate School District) of 7.89% with the 9.5% national average (Algozzine, Ysseldyke, & Christenson, 1983). Other studies (Thurlow, Ysseldyke, & Casey, 1984) have documented the continual growth of special education, while the district in question has suffered a further

decline in enrollment down to the current 7.65% for the 1986-87 school year.

Analysis of Problem

Most teachers do not refer students for special education evaluations until the problems are so overt that there is no other option. The result is that children are not provided with service until the problem has become almost unmanageable. Most referrals, therefore, emanate from teachers of the older elementary population and the few exceptions are from a select group of teachers, not the general population. The referred population are either children who have failed several grades and the teacher has been pressured by the principal or parents to refer, or those whose acting-out behaviors are interfering with the teacher's ability to teach.

Teachers in this system have an average of 33 children in their class with no assistance from aides to ease the burden of the paperwork. They have only 90 minutes a week when they do not have to supervise the children, and they are required to justify all teaching time in written objectives that are closely monitored by several staff members. Each school is rated according to the levels attained by the students on objective tests administered region-wide and broken down into individual classes. Since most of their children are underachievers, a variety of strategies and materials must be explored to reach the

multiple needs of the students, and this is in addition to the mandated goals and curriculum. Special education identification thus becomes a low priority because the activity is not one for which teachers are held accountable.

In this school system the vast majority of special education students are placed in self-contained rooms, and when mainstreamed, are done so for a limited part of the week. Usually these children are integrated only in nonacademic classes such as gym, art, or music. When problems arise the special education teacher assumes responsibility and the students are removed from regular education classes. Many schools do not have special education classes and so the regular education teachers have very little contact with special students and limited knowledge of the characteristics of these children and how they differ from other children. Furthermore, most of the colleges in this state do not mandate courses dealing with handicapped students and the legal ramifications. Most teachers would have no occasion to understand, or have information about special education.

Because teachers lack knowledge of special education, their referral behavior tends to be contingent upon the one fact that that is obvious; a problem student who is referred may be removed from their class. Since the poor student deflates the overall achievement scores of the class the eventual placement of that student into special education elevates not only that teacher's scores, but those of the

entire school. Reinforcement for referrals thus becomes a function of what is commonly known as the referral-to placement process, negating any other purpose. As a result when this does not occur their referring behavior becomes extinct. Often too, teachers do not experience any closure for their efforts because the process becomes so lengthy in time due to mismanagement on the part of the persons controlling the procedure. The secretary must find time to type the forms, the parent must be contacted by someone and sign the forms, the completed forms must be forwarded to psychological services, who in turn forwards them to the central office, and then assigns the case to the staff psychologist. When these procedures break down the teacher may never know what has happened and loses interest in repeating the futile effort.

In a large school system with limited funding, the availability of support staff varies with the size and need of the particular school. Each psychologist, social worker and speech therapist must divide their time among several facilities and often do not even meet all the teachers in the building. The teachers have limited knowledge of the functions performed by the itinerant personnel and would not even know if these people could provide any useful service. They generally wait for either the building supervisor or a parent to request that they refer a particular child. Inservice training of referral procedures is virtually

nonexistent and as a result, teachers are not acquainted with the method-let alone the purpose of a referral.

Inappropriate or the lack of special education referrals may be the result of the individual teachers' personal biases. Many teachers perceive a referral as a plea for help that directly impacts on their professional effectiveness and view referrals as an admission of their own failure. On the other hand, some teachers over-refer students since they feel that any student who has a problem is beyond their control and not their respcnsibility. Very active boys who demand constant vigilance are often over-referred by staff who have limited tolerance for such behavior. Some teachers who prefer girls, attractive children, and those from intact high socio-economic families will tend not to refer these students. Others do not refer children because they perceive the process as too lengthy and find it easier to pass the children along (St. Louis Public School Report,1984).

Related Literature

The referral process, generally considered the first step in the procedure leading to placement of handicapped children into special education (Poland, Ysseldyke, Thurlow, & Burkin, 1979), has assumed an inflated importance in the educational system (Graden, Casey, & Christenson, 1985). Since the enactment of P.L. 94-194, special education has become a mandated alternative form of education for those

youngsters who are not only severely impaired but also for those who have mild impairments that are adversely affecting their learning within the context of the regular classroom. This law, which evolved from the Vocational Rehabilitation Act of 1973, also known as the civil rights act for the handicapped, generated much interest and research. After this initial activity and the change to a more conservative administration, questions of funding became paramount and led to investigations of restricting eligibility. In the early eighties, support for research was curtailed to the extent that the Institute for Research on Learning Disabilities at the University of Minnesota, a primary source of research, was disbanded and the dissemination of materials eliminated.

Some researchers (Edwards, 1984; Meyen & Moran, 1979; Prehm & McDonald, 1979; Semmel & Morrissey, 1981) stated that there existed populations of eligible handicapped children who were either underserved or yet to be served by the public school system. Prehm & McDonald reported that children with mild deviations were being passed over in favor of children with more extreme deviations because teachers, the most common referral source (Nicholson, 1967; Poland, et al., 1979; Riffle, 1985; Robbins, Mercer, & Meyers, 1967) were untrained to detect mild deviations in skill development. These writers also felt that systematic referral programs were underdeveloped and that teachers often were reluctant to become involved in the legal

ramifications necessary to the procedure. In their classic study, Meyen and Moran cited the assumed negative effects of labeling as a major deterrent to the identification of the mildly handicapped. Cultural and economic differences masking disabilities, the amenability to remediation, the lack of a total pervasive quality, and the absence of parent advocacy groups were additional reasons given by the authors for the underrepresentation of these children.

More recent evidence, the result of a study conducted through an agreement between the U.S. Office of Education and the University of Minnesota Institute for Research of Learning Disabilities (cited in Algozzine, Ysseldyke, & Christenson, 1983), demonstrated the opposite to be true. This report showed that the prevalence of handicapped children grew from 3.41 million in the 1976-77 school year when the first child count was made, to 3.80 million in 1980, an increase that occurred at the same time that public school enrollments as a whole in the United States had declined by an estimated 2.78 million children. Furthermore, the largest increases occurred in the categories of learning disabled and emotionally disturbed. Algozzine et al., (1983) examined the growing incidence of special education during these years and concluded that 73% of students who are referred are subsequently placed in special classes. In fact, Algozzine and Ysseldyke (1981) found in a computer-simulated study that normal children were recommended for special class placement by 51% of the

decision-making professionals. Thus, the teacher's decision to refer is a major determinant in classification. The yearly incidence rate of 3% has resulted in a growth from 8.2 percent of children enrolled in the public schools to the 1980 figure of 9.5% three years later. Thurlow, Ysseldyke, and Casey (1984) attributed the alarming growth of learning disabled students to the ambiguity of identifying criteria even within one state and the referring teachers' disagreement with the definitions.

Algozzine et al., (1983) termed the burgeoning special education program "big business" (p. 142) and in need of restructuring before reaching the point of no return when government funds become insufficient (Graden, et al., 1985). Given the importance of the classroom teachers' referral decision in the entire referral-to-placement decision-making process (Algozzine & Ysseldyke, 1981; Ysseldyke, Christenson, Pianta, Thurlow, & Algozzine, 1982), an examination of the teacher referral procedure seems warranted.

Referral is a complicated event that is influenced by student, teacher, and school system characteristics. These factors are in turn affected by legal, social, and political issues (Robbins et al., 1967; Ysseldyke et al., 1982). Most research has focused on subjective issues impacting on teachers' decisions regarding when or whom to refer, such as institutional restraints, sex or racial bias, socio-economic status (SES), etc. Other studies have characterized the

referred population while still others have examined the teachers' reasons for referral. The effectiveness of referrals limited to early identification and alternative referral methods, including in-service training for teachers, have also been the topic of some investigations.

Characteristics of the Referred Population

Perhaps in response to the women's movement, numerous researchers (Barocas & Black, 1974; Hyde, 1975; Lietz & Gregory, 1978; Mumpower, 1970; Nicholson, 1967; Robbins, et al., 1967; Tomlinson, Acker, Canter, & Lindborg, 1977) have documented the greater frequency rates of male referrals over females. Mumpower found that within a ten year period in an all white population the ratio of boys to girls was roughly 70 to 30. This discrepancy occurred in every area of exceptionality and leads to an assumption that boys need educational opportunities that would equalize their school adjustment. Tomlinson, et al. and Lietz and Gregory's results confirmed the two previous studies in that they demonstrated that minority boys as well as white boys were referred in significantly larger numbers than their female counterparts.

With regard to race and ethnic differences in the referred population, the literature is less consistent. In contrast to the current growing concern over racial discrimination in special education, Lietz and Gregory (1978) found referral rates of black and white children to be the same. On the other hand, Tomlinson, et al. (1977)

documented a significantly higher percentage rate of minority students, composed of black and native Americans and Orientals, over the white majority. Farrell, Olson, Malloy, and Boykin (1983) replicated the Tomlinson et al. study by comparing the referral and placement in the mild categories of Exceptional Education of minority and majority race students in the Milwaukee public schools between 1977 and 1982. This study concluded that although referral rates were inequitable, placement percentages were at parity, resulting in an overall larger absolute number of minority students in special education.

The reported majority of referred children have been in grades K-3 (Hyde, 1975; Nicholson, 1967). Ysseldyke, et al. (1982) reported that 70% of the referred students were in the primary grades (K-3), with a mean age of 8.2 years.

Reasons for Referral

Although all of the research (Christenson, Ysseldyke, & Algozzine, 1982; Gerardi & Coolidge, 1983; Hyde, 1975; Nicholson, 1967; Robbins, et al., 1967) cite academic and behavioral requirements as primary concerns to the referring teacher, the literature is somewhat divided as to which of the two problems occurs with he greatest frequency. In the often cited 1967 report, Robbins, et al. found that while academic difficulty and suspected retardation were the most frequent concerns for the first grade teachers, problem behavior was the reason given for 40% of all subsequent referrals. On the other hand, Nicholson (1967) found that

academic difficulties were consistently the most stated reason for referral. A congruent conclusion was reached by Hyde (1975) who investigated the nature of referrals in a lower SES predominately black school district and found that academic difficulties appeared twice as frequently as any other referral reason. Mild retardation and acting-out behaviors were fairly equal as the next frequent boys' referral reasons while the latter reason surprisingly assumed far greater priority in the girls' referrals.

Two more recent studies (Christenson, Ysseldyke, Wang, & Algozzine, 1983; Ysseldyke et al., 1982) concurred that academic difficulty was the most frequently cited referral reason. A major finding of both these studies was that teachers refer for reasons internal to the student; the possible contributing effect of the educational environment was rarely noted. The Christenson et al. research demonstrated that teachers attribute the home situation as the second most important causation factor, leaving the school and teacher with less than 3% of the responsibility. These studies replicated Medway's (1979) earlier work where he had examined classroom teachers' attributions of severe school problems and concluded that teachers held student factors more responsible than teacher factors.

Phipps (1982) surveyed 165 special education students in a predominately white Caucasion school district and found that while the majority of girls had indeed been referred for academic problems, the vast majority of boys, 83%, were

referred because of behavior problems. The case is strengthened by the fact that the girls were one grade further advanced at the initiation of the referral, were one year and a half more academically retarded, and had lower average IQ. Since the number of referred boys exceeded girls by more than four to one, this finding demonstrated a higher total rate of behavior problems as the referral reason. Gerardi and Coolidge (1983) likewise found behavior problems to be the major referral reason but their population was restricted to children suspected only of having a learning disability. Seigel (1981) found that mental health professionals and educators agree on behavior priorities for referred children. Depression and destructiveness were considered highest in rank whereas shyness was consistently of the least concern.

Subjective Reasons for Referral

Psychological referrals involve a subtle series of interpersonal and intrapersonal interactions, often including those between the teacher and psychologist, the principal, the school staff, and the home (Robbins, et. al., 1967; Walsh, Serafica, & Bibace, 1976; Ysseldyke, et al., 1982). Thus, the voiced reason for referral may or may not be an accurate statement of the teacher's "real" concern for the child.

Christenson, Ysseldyke, and Algozzine (1982) documented teachers' perceptions of factors influencing their referral decisions. Under the category of institutional constraints

the respondents listed their perception of the competence of the recipient of the referral as a determinant in their willingness to refer. Hyde (1975) had also stated that low referral rate was a reflection of the teachers' perception of the psychologist's inability to help problem children. Christenson, et al. cited organizational factors such as inadequate in-service training, changing guidelines, and the period of time between referral and service as additional influences impacting on referrals. Limited service, "hassle" such as paperwork, meeting time, etc., skepticism about payoff, and professional perceptions about one another were further areas mentioned in the report. Most of the respondents said there were no external pressures, but some factors listed were confusion over federal and state guidelines, threat of litigation, and parent and community pressure. More recently, Riffle (1985) found that in-service training did increase the number of referrals generated by the teachers involved. Robbins, et al. (1967) concluded that referral rates among schools were subjected more to intrasystem than to extrasystem factors, such as race or neighborhood affluence. Christenson, et al. stated that the the assessment procedure operates largely as a referral-to-placement process in which teachers refer when they are reinforced for referring through placement of the students.

Although the greater prevalence of referred boys has been documented earlier, one study (Gregory, 1977)

demonstrated that such referrals are sex biased. Gregory queried 140 elementary school teachers regarding behavioral incidents and exchanged boys' and girls' names on alternative forms of the questionnaire. Results showed significant differences in likelihood of referral, indicating that teachers would be more likely to refer boys than girls with identical problems. Similarly, Schlosser and Algozzine (1979) found that those behaviors more prevalent in boys were rated by teachers as significantly more disturbing than the behaviors that are characteristic of girls. Bergan and Smith (1966) investigated whether selection bias, as opposed to biological evidence, was operating with respect to the greater prevalence of low SES students and males in special education classes. This study used prospective teachers whose responses to the questionnaires indicated a predisposition to overvalue the higher SES children but showed no sex bias. Another study (Sandler, 1980) showed that male teachers referred significantly fewer students than did female teachers.

The question of bias was investigated by selecting a group of minority children from several SES levels and measuring their classroom behaviors, academic achievement, and referral for special education. Results suggested that classroom behavior is relatively more important than race and SES in predicting referral to special education. Low and Clement (1982) agreed that if indeed minority children are overrepresented in special education classes, the

reasons are not clear. Attractiveness as a biasing factor in teacher judgments was demonstrated by Ross and Salvia (1975) in a double-blind experiment. Teachers were found to be more willing to recommend special class placement in the case of unattractive children and in general held lower expectations for future and social development for these children. An opposite finding was documented by Barocas and Black (1974) where physical attractiveness in the referred population was found to positively affect the referral rate and was attributed to the greater interest teachers take in children who are attractive.

Effectiveness of Teacher Referrals

Studies demonstrating teacher usefulness as the referral agent were limited to some of the literature on early identification of learning problems (Glazzard, 1982; Haring & Ridgway, 1967). Haring and Ridgway screened forty-eight kindergarten classes using teachers' objective observations and standardized test instruments. They found that the teacher observations produced the greatest commonality, general language, among the children and were most useful in the selection of children with developmental retardation. The researchers felt that individual behavior analysis done by teachers was a more effective procedure than group screening in the identification of children at-risk. Glazzard did a longitudinal study of 107 kindergarten children, following them through the sixth grade and concluded that the Kirk Teacher Rating Scale was

the best consistent and most expedient predictor of future reading problems.

Implication for Change

Some researchers (Hiltbrunner & Vasa, 1974-1975; Ysseldyke, et al., 1982) noted that lack of specificity as to the reason for the referral prevents effective instructional planning. Some school districts (Arkansas Department of Education, 1981; Wayne County Intermediate School District, 1984) recommend prereferral procedures such as teacher check lists of interventions or screening committees. Adeeb (1985) presented guidelines for the classroom teacher to use when making referrals for special education services. The process was divided into three phrases: identification of the problem stressing specificity, documentation and intervention, and assessment. Hiltbrunner and Vasa recognized the need for classroom teachers to develop skill in pinpointing behavioral and learning problems by proposing a precision referral form. This form allows the teacher to specify and measure the frequency of the behavior thereby gaining objectivity. Walsh, Serafica, and Bibace (1976) proposed a comprehensive referral form that would increase communication between the teacher and psychologist. The referral form, based on Piagetian theory, would build common ground for discussion, provide role clarification for the teacher, assist in the assessment process, and differentiate children with no learning problems through increased teacher sensitivity.

Gerardi and Coolidge (1983) posited that a preventive program for behavior problems should preceed referral for special education services which are currently used as a "dumping" ground. This program should include behavior modification classes for teachers, affective classroom activities, and increased parent involvement. Cherkes and Ryan (1985) suggested that although nonbiased thinking processes are not routinely available to adults, teachers can be trained to employ analytical methods of observation, thereby increasing educationally significant referrals. Direct and repeated measurement of academic skills was proposed (Mirkin, Marston, & Deno, 1982) as an alternative to teacher initiated referrals. The two types of referrals generated equal numbers but the distribution of males and females was more even with the continuous evaluation model, supporting findings that behavior is an important variable in the referral decision regarding females. Graden, et al. (1985) implemented a prereferral intervention system using a consultation team in an effort to reduce inappropriate referrals. The equivocal findings were interpreted as encouraging since institutional restraints continued to provide resistance to change. Recently, Federal monies have become available to school systems to explore alternatives to special education such as consultation and prevention (C.S. Schroeder, S. R. Schroeder, & Landesman, 1987).

Several school districts (Boston; Dependent's Schools, 1985; Oklahoma State; St. Louis, 1984) conducted follow-up

studies to assess the efficacy of in-school child-find procedures and suggested guidelines to be used. The Dependent's Schools published a list of screening procedures and a skills check list for each teacher's application, while Oklahoma State was concerned with guidelines for the evaluation team. St. Louis specified system-wide tests and criteria and forwarded lists of at-risk children to be acted upon by the individual teachers. Boston Schools published a guide to special education services for parents and enumerated the conditions in which a referral should be considered.

Most of the literature dealing with the referral process has centered on the teachers' reasons for referral. Since most researchers agree that the teacher is the most obvious and most effective source of child-finding, suggestions for improving the teachers' awareness of problems have been made. Because the current procedure is swelling the special education classes, several people (Algozzine, et al., 1983; Thurlow, Ysseldyke, & Casey, 1984; Ysseldyke, et al., 1982) have suggested alternative referral procedures and even alternative educational programs (Algozzine & Ysseldyke, 1986). Definitional difficulties have been cited as a pervasive cause for the increased special population but little seems to have addressed this issue on a nation-wide scale. On the other hand, while the existence of false positives has been amply demonstrated (Algozzine & Ysseldyke, 1981; Algozzine Ysseldyke, 1986), no

recent literature investigating the prevalence of the "unserved" could be found. Improvement of the referral process must continue to emphasize specificity of referral reason and inservice training should sensitize teachers to child centered problems.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

General Goals

The teachers in two targeted elementary schools were to become familiar with the psychologist and understand the referral procedure for special education assessment. Academic teachers would learn to differentiate legally handicapped children from slow learners or problem children and make appropriate referrals to the screening committee in a timely fashion. Involvement in the process itself will provide reinforcement and perpetuate the teachers' referring behavior.

Specific Objectives

Each K-third grade academic teacher in two of the four elementary schools serviced by this psychologist was to submit a minimum of one potential special education candidate to a designated contact person. Assuming two screenings a year, the total from each building was to approximate 2% of the school population. This figure is .5% greater than the national incidence average since in actual fact, 75% of those referred to screening are recommended for testing, still less are evaluated and not all of these are placed. These referrals would be reviewed at a screening meeting held at the end of the three month intervention period commencing with the opening of school in the fall. The majority of the total referrals generated in each

building were to originate in grades kindergarten through third.

Eighty percent of the homeroom teachers in each building would demonstrate their knowledge of the psychologist's role, the referral process, and the discriminating characteristics of a child with special needs by completion of a questionnaire developed by the writer (see Appendix M). Success would be determined by eight out of ten correct responses.

After the three month implementation period, teachers will continue to refer children regardless of the eventual outcome. An addendum to the report was to be added which would include the number of children referred in the month following the screening meeting. Twenty-five percent of the original number submitted was to be considered a successful outcome.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Most of the child-find literature has traditionally dealt with identifying the preschool population. Of the studies that are concerned with in-school special needs, only Riffle (1985) provided suggestions for increasing referrals, but several discussed the legal necessity of servicing these youngsters. While most of the literature discusses the reasons for inappropriate referrals, few have suggested remediation techniques. Some researchers have attempted to elevate the quality of the referrals through teacher check lists, more specific categorical definitions (Thurlow, Ysseldyke, & Casey, 1984), eliminating teacher bias (Low & Clement, 1982; Sandler, 1980), or using intervention techniques prior to referral (Gerardi & Coolidge, 1983; Graden, et al., 1985).

In this specific school system, teacher referrals for psycho-educational assessment are not acted upon directly. While the teacher still serves as the primary source for identification of special needs children, alternative strategies are explored first by a screening committee within each school. As a consequence, techniques to build teacher awareness of general problems and to increase their referrals to the screening committee are of greater import than building legal special education knowledge or raising

teachers' consciousness level. Intervention or consultation is done after the screening referral when viewed as a more viable option.

Past practice informing teachers of their responsibility regarding the identification of special children has been limited to didactic in-service training. Such information has been disseminated at meetings held at the end of a long hard day when teachers are not receptive to processing new ideas. In addition, the material to be understood is complex and novel since most teachers do not have any previous training in the area of special education. This situation generally results in hostility or at the very least, apathy. With these constraints in mind, a dynamic in-service approach was considered the most plausible method of increasing teachers' interest and participation in the special education process. If information could be imparted in small discrete segments and in an unusual format accompanied by positive reinforcement, it was assumed that such information would be received in a spirit of cooperation. A multimedia presentation that would require a minimum of time and effort from the teachers was selected as the in-service training mode. It was thought that such an approach would reduce hostility and promote participation and as a by-product might provide intrinsic reinforcement that would lead to continuous future referral behavior. Two of the four elementary schools, one large and one small, in this targeted population were selected for the teacher

training procedure. A third was used in the development of the materials, and the fourth used for comparison purposes.

Description of Selected Solution

Since some research has documented the school psychologist's role and limited visibility as a factor in teachers' reluctance to refer children, the first step in this training strategy was a role clarification and introduction of this psychologist. For this, a guessing game was devised with four separate clues. One clue a day during the first week of school in the fall was placed in each regular education teacher's mailbox. The obliqueness decreased with each succeeding day and the first person who correctly identified the psychologist as the "who am I" informed the secretary in the building and received a free lunch on the fifth day as a prize.

The following week a simplified chart, visually mapping the actual referral process by steps applicable to this particular school, was placed in each teacher's box. A "how to" format was used with a minimum of writing and a maximum use of pictures. The rationale for this procedure, according to the literature (Christenson, Ysseldyke, & Algozzine, 1982) and according to actual teachers' reports, was that lack of knowledge inhibits referring behavior. In an effort to increase involvement and decrease apathy, factors that also impact on willingness to refer according to the research (Christenson et al., 1982), a description of

the entire referral-to-placement process was given to each teacher the following week. An awareness of the total process, more comprehensive than the individual teacher's role, may offer the closure that may not be provided when the referred child is not evaluated or not even placed. Again, clearly delineated steps with a minimum of verbiage was given on one piece of paper to be kept for future reference.

Continuing with the assumption that immediate visual perception will have the greatest impact, distinguishing referral characteristics were transmitted through a series of cartoons distributed twice a week to each teacher. One child was seen performing a variety of activities and the teacher was instructed to answer the question "would I refer?" directly on the paper. Immediate feedback was provided by posting the previous cartoon with the correct answer on the teachers' bulletin board. Since these cartoons were not collected, it was hoped that the teachers' would retain them for reference purposes. The specific behaviors portrayed in these cartoons was gleaned from the literature; the Dependent's Schools Teacher Evaluation of Student Form consists of 11 applicable categories, while the Oklahoma State Department published a list of six general characteristics of children who may have mental retardation. Boston Public Schools list eight conditions under which a child may be referred.

Although the literature documents the efficacy of early intervention, especially the importance of Kindergarten identification (Glazzard, 1982), this school system discourages kindergarten referrals, assuming false positives are more detrimental than delayed identification. In order to circumvent potential conflict, additional criteria was provided to these teachers by securing the Kirk Teacher Rating Scale and asking them to use it. This information was placed in the two teachers' boxes the day following the dissemination of the final cartoon. A series of three posters were posted on the school bulletin board, one a week for the next three weeks. The computer was used to print the signs which announced the impending screening meeting along with the due date for the screening forms. Again, since past experience has demonstrated that teachers' often do not refer because they do not know the expected procedures, a sample school screening form was put into each mailbox the day the first poster was displayed. The computer was used again to issue a personalized invitation to the screening meeting for each teacher who submitted at least one referral or screening form. It was hoped that the semiformality will activate interest, provide reinforcement, and increase teacher participation.

Implementation climaxed with the presentation of a videotape aired at the December teachers' meeting in each school. This film was taped live in one of the schools during the first month of the fall semester. The actual

camera work was filmed by an experienced school employee. Contact and clearance was secured and although the school principal granted permission, school rules required that a letter be sent home to each child whose face may appear on film. This was done using the appropriate school form after the class was chosen and the script outlined. The child behaviors taped were derived from both the same forms as the cartoons, and from individual teacher comments. After each incident, a descriptive commentary was read into the film. It was anticipated that the children in the class would behave naturally, and that some children would be instructed to act out the problem behaviors.

Report of Action Taken

Beginning on Monday during the first full week of school in the fall, a guessing game, entitled "Who am I", was introduced to all teachers in two target elementary schools. A series of four clues (see Appendix A), decreasing in difficulty, was placed in each teacher's mailbox by the school secretary to maintain anonymity. The first message included the rules of the game and specified the prize of a free lunch to be delivered on Friday to the first person to correctly identify the mystery person. In one school an additional clue, which specified that the unknown individual was not in the building every day, had to be given on Friday before there was a winner. Lunches were provided to the secretaries, as well as the successful

teachers, as a reward for their cooperation, and to secure future assistance as might be needed.

The following Monday a hand-out titled, "How to Refer" (see Appendix B), was placed in each teacher's box by the psychologist. All building administrators were also provided the hand-out, and it was noted that the information was reinforced when the office personnel placed the sheets on the bulletin board. An effort to capture teachers' interest and increase retention was accomplished though the use of computer graphics and a minimum of writing.

At this time the administrator of the school, where the video was to be filmed, was contacted and plans were made to select the class, teacher, and featured actors. It was agreed that since early referrals were most desirable, the children should be second graders who were old enough to participate in a meaningful manner. A second grade teacher volunteered, which was quite fortuitous since much effort and cooperation was necessary to successfully complete this project. School personnel suggested possible candidates and several children were interviewed for the starring five roles. Ten youngsters were subsequently chosen, five of whom would substitute for anyone absent the day of filming. The cameraman was contacted and the day confirmed. Letters on school stationary, signed by the principal, were given to the ten children, and the administrator assumed responsibility for collecting the returned permission notes (see Appendix C). All other children in the class were

given letters to take home informing parents of the project, and offering them opportunity to withhold their children's participation. None did so and all principal characters were given permission to appear in the video.

Within the next three weeks a script was written (see Appendix D) and individual parts were distributed to the teacher, the cameraman, and each of the ten children. The script was taken to the Resource Center of the Intermediate School District where suggestions were made in preparation for editing after the filming. Color slides, taken of each child, the room, and school staff, were used in the credits and introduction. In order to minimize class disruptions, contact with the teacher was confined to her coordinating periods and before school hours. The featured actors were rehearsed on two occasions and props were gathered by the administrator, provided by the psychologist, and offered by other teachers and the students.

A brief page outlining the entire referral and placement process was placed in all teachers boxes in the target two schools one week after the "How To Refer" hand-out. Called "F Y I" (see Appendix E), this information sheet also made use of graphics. Approval of the projected screening meeting date was mutually agreed upon by the assigned Social Worker, Speech Therapist, Psychologist, and the building administrator.

Every Monday and Wednesday for the next six and one-half weeks a cartoon printed on lavender paper was

placed in each teacher's box. These drawings illustrated different combinations of behaviors of the same three children: a girl, a white boy, and a black boy (see Appendix F). Each picture had boxes to be checked specifying if the actions depicted were appropriate special education referrals. The following morning each secretary posted the cartoon on the bulletin board with the rationale and correct response. It was hoped that using the same unusual color would eventually stimulate immediate recognition and anticipatory interest.

Early the same week that the video was filmed, the Kirk Teacher Rating Scale used by Glazzard (1982) was hand delivered to the three kindergarten teachers. This Scale was previously obtained from the author through personal correspondence since it was unavailable in commercial or published form. Teachers were asked to use this simply as a guide in clarifying their own intuition since it was explained that the insights had been demonstrated useful in predicting future academic problems.

Taping actually took two entire days spaced a week apart to accommodate everyone's diverse schedules. Actors were told to return wearing the same clothes, and with the exception of a changed undershirt, a different hair style, and a rather large head contusion, the scene remained similar. In between the shootings, the tape was reviewed by personnel at the ISD and suggestions were made to improve the next session. As a result, the next filming used a

tripod, shot specific close-ups, and the moderator and teacher's speeches were read from a written narrative, taped in isolation. As much time as was available without the class in attendance, during the teacher's one coordinating period and lunch, was used to film the five principals' individual parts. The first available time for editing was three weeks later and took five sessions, averaging one hour for every edited minute. Titles and credits were generated by computer at the ISD laboratory onto 3/4 inch tape, as were the slides and background music. All three tapes were combined by the ISD staff and Psychologist's son, with the writer's direction to form the finished product which runs for 17 minutes (see Appendix J under separate cover).

Meanwhile, a color poster, announcing that a screening meeting was imminent, was posted on the school board alongside the morning sign-in sheet (see Appendix G). Simultaneously, a sample screening form (see Appendix H) was placed in each teacher's box. The next week the videotape was played at teachers' meetings in the two schools and the following day a second poster (see Appendix I) was displayed, specifying the next week as the due date for the screening forms. At that time the forms were collected, and the third and last poster (see Appendix K) was put up as a reminder of the screening meeting. The Psychologist along with each administrator compiled a time schedule, and each teacher who had submitted a screening form was notified as to the time of appearance and the class relief arrangements

by a formal invitation printed on the computer (see Appendix L).

At the screening meeting directions were given regarding the disposition and subsequent procedures for each child. In both schools, the same Psychologist, Social Worker, and Speech Therapist were present along with the individual administrator. Discussion was comfortable and all opinions were heard and satisfactorily assimilated into the committee recommendations. Follow-up consisted of assisting documentation on the proper forms and administering a questionnaire (see Appendix M) to all targeted teachers, and to the teachers in the one school that was not involved. The questionnaires were individually distributed and voluntarily returned the next day in the nontarget and small target schools, whereas in the large school, the form was administered at a luncheon. The results of both the questionnaire and screenings were tallied and graphed on a computer.

One month after the screening meeting, another screening form was put into each teacher's box in the two schools.

Implementation Calendar

July 21 Approval secured

September 28-

Fri., Oct. 2	"Who Am I" game. Appendix A
Oct. 9, Fri.	"How To Refer". Appendix B
	Send permission notes to parents. Appendix C
	Write script. Appendix D
Oct. 16, Fri.	"FYI". A description of the complete referral-to-placement process. Appendix E
	Rehearse children.
Oct. 20	Take 35 mm. slides of 10 actors.
Oct. 19,21 26, 28 Nov. 2, 4 9,11 16, 18 23, 25 30,	Cartoons illustrating potential referrals. Appendix F
Oct. 28	Give kindergarten teachers the Kirk Teacher Rating Scale.

Oct. 30	Rehearse teacher, class, and actors.
Nov. 2, Mon.	Confirm cameraman
Nov. 4	Display poster announcing impending screening meeting. Appendix G
	Place sample screening forms in each teachers' box. Appendix H
Nov. 5, 12	Film video
Nov. 13	Display second poster announcing due date of Dec. 9 for submission of screening forms. Leave posted. Appendix I
Nov. 23, 24 25, Dec. 1	Edit video. Appendix J
Dec. 2	Air video at two meetings.
Dec. 9	Display third poster announcing screening dates of Dec. 14 & 15. Appendix K
Dec. 9	Collect screening forms and schedule times.

	Print individual invitations. Appendix L
Dec. 10	Issue individual invitations to teachers who have submitted screening forms. Appendix L
Dec.14, 15	Screening meetings
Dec. 21	Review screening meeting results.
Dec. 22, 23	Distribute and collect Teacher Questionnaires. Appendix M
	Review and tabulate screening results.
Jan. 4, 5	Tally, graph, and interpret Teacher Questionnaires.
Jan.	Write report
Jan. 29	Place additional screening forms in teachers' boxes in same two schools.
February 1	Count new screening forms.
Feb.	Secure approval of report.

Feb.	Distribute abstracts to cluster members.
March	Present materials at state CEC convention.

CHAPTER V

RESULTS, RECOMMENDATIONS, AND DISSEMINATION

Results

While the general goal of this project, to increase early detection of the unserved special education population in two target elementary school was apparently met, the results in terms of the specific objectives were somewhat equivocal. In the smaller of the schools, six out of the ten teachers referred children for screening. Since all taught third grade or lower, the first objective, that the majority of referrals should originate in the first three grades was easily met. The next objective, that each K-3 teacher should submit a minimum of one special education candidate for screening, was also achieved, but only because one of the children who was informally screened was in a first grade room as the result of school reorganization.

Figure 1 illustrates that these numbers are both an overall and uniform increase over last year's fall figures. The total number of students brought to the screening meeting, 10, equates to 2.8% of the current school enrollment of 350. This is .8% greater than the objective specification of 2%. Figure 1 reflects the three first grades and one kindergarten student who were informally screened previously, bringing the total count to 14. Ten students or 78% were referred for an evaluation and these figures correlate well with expectations specified in the

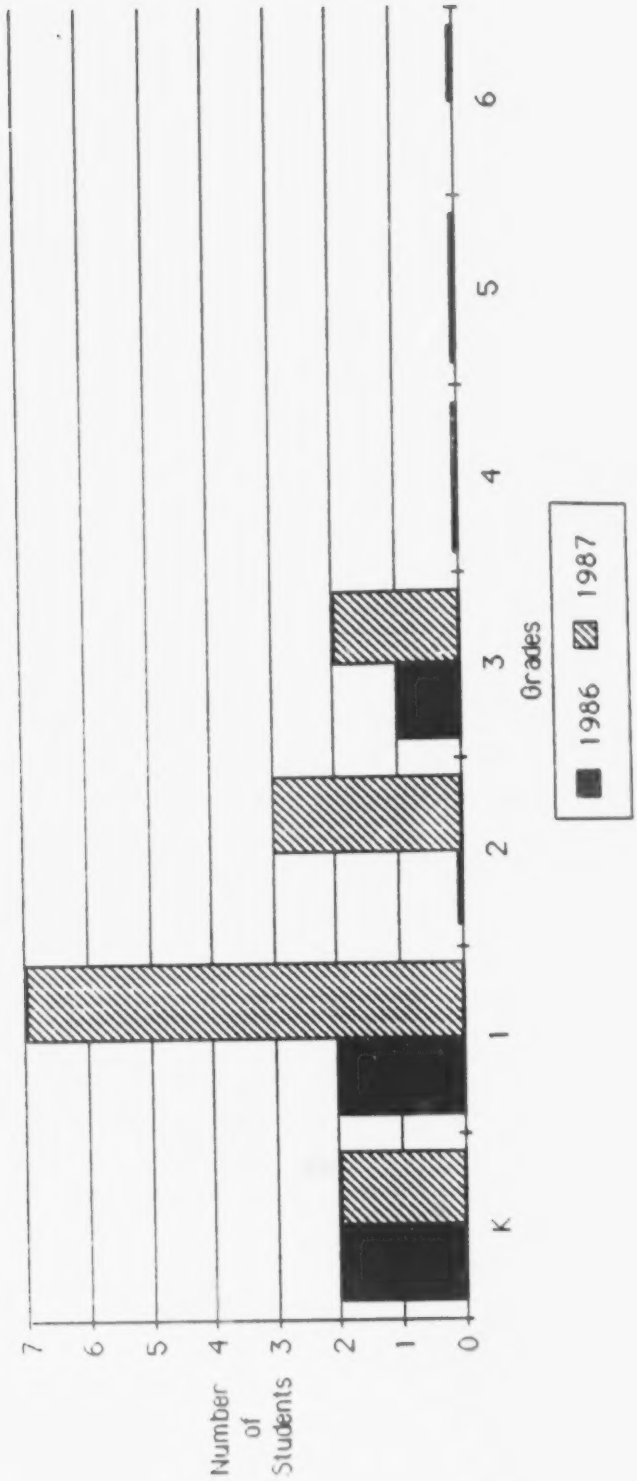

Figure 1. Number of fall screening referrals in the small target school for two consecutive years.

objective. Assuming an equal number of referrals for the second half of the year and using the 73% national placement rate roughly equates to an school incidence of 4.1%. This is 1% greater than the national incidence and comfortably provides latitude for variability in the spring rate.

Only 75% of the homeroom teachers in the smaller school achieved the mastery level of eight out of ten correct responses to the Teacher Questionnaire (Appendix M). Although this was very close, the results did not meet the criteria established to demonstrate knowledge of the psychologist's role, the referral process, and the discriminating characteristics. Since there is more than one body of information involved here, an item analysis was performed to determine which areas had not been mastered. Each target school was plotted alongside of a nontarget school to further clarify the efficacy of this training program. It was seen that the greatest discrepancy between the small target school and the nontarget school was with questions six, seven, and eight (see Figure 2). These items all required knowledge of the screening process specifically and indicate this information was successfully internalized. Most teachers in both schools had information dealing with the evaluation process, but not the entire referral-to-placement procedure. Of the three items dealing with role definition, responses to only one question indicated acceptable knowledge. The low scores on the other two,

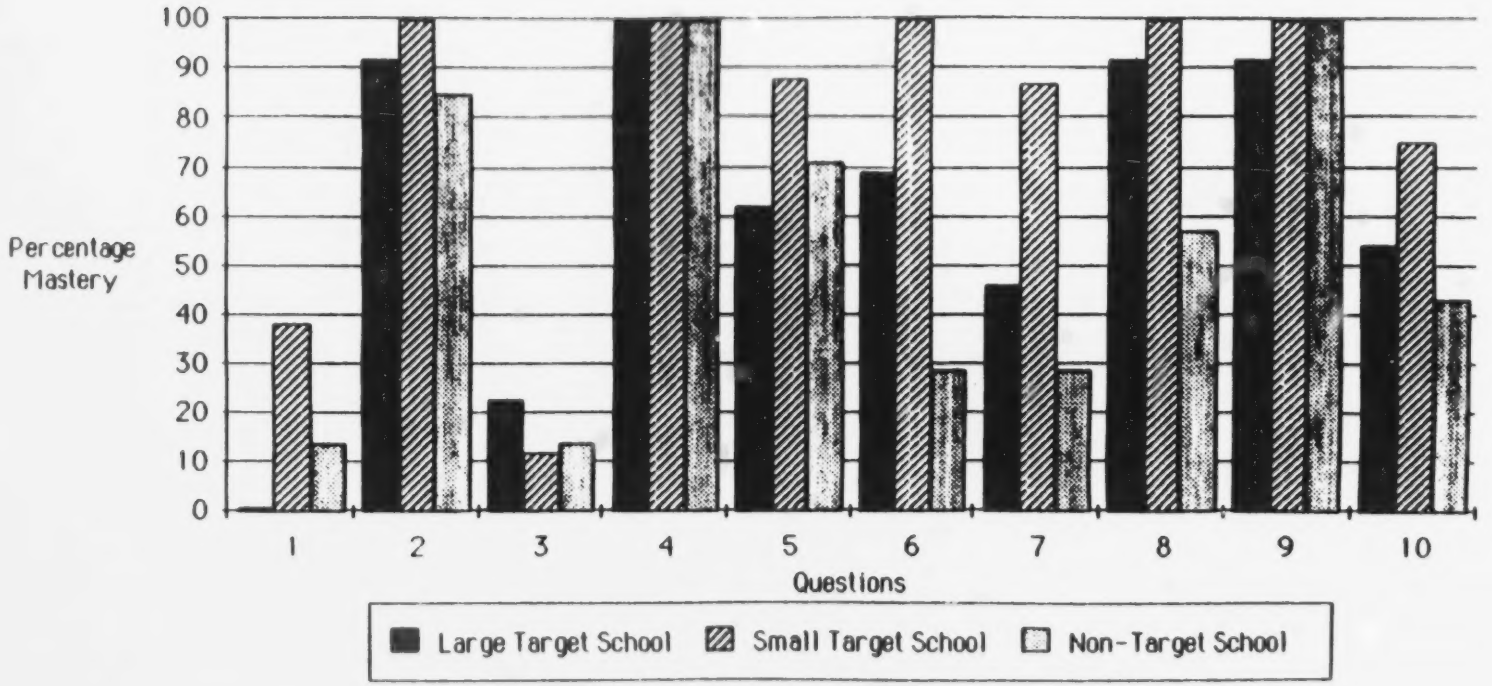

Figure 2. An item analysis of a teacher questionnaire conducted in three schools.

numbers one and three, clearly demonstrated the need for additional training in this area.

Although only 23% of the staff at the larger target school achieved the mastery criteria on the questionnaire, 0% of the personnel in the nontarget school were successful. The pattern of knowledge was similar to that of the smaller school; all scores greater than the nontarget school were on items dealing with the screening process, while role definition was poor on both, and the referral-to-placement process showed very little training impact. The overall low scores may be attributed to the circumstances surrounding the actual testing situation. The questionnaires were distributed and collected during the school Christmas luncheon and thus, the teachers' task commitment may have been compromised by the frivolity of the moment. Indeed, the administrator reported afterward that the teachers appeared to have been cooperating with one another while marking their answers. Another confounding variable may have been the difference in number of responses because only 60% of the nontarget school teachers returned their questionnaires while in both target schools the response was 100%. It would be expected that only the most concerned teachers cooperated in the nontarget school and the results would then be higher than if all had responded.

In the larger target school, the fall screening yielded 12 referrals from six teachers. While this was an increase

in total numbers from last year, one less teacher made a referral but more grade levels were represented. Figure 3 includes the two additional children from the third grade who were screened informally and illustrates that the majority of referrals were not at the lower grade level. It would appear that these teachers are still waiting until the problems have become too great to ignore before making a referral and thus, this objective was not achieved.

Although not originally an objective, over 90% of the children in the large school who were screened were subsequently referred for evaluation. This exceptionally high percentage, 20% greater than last year, reflects an increased awareness of the teachers' ability to identify potential special education candidates. Assuming an equal number of spring referrals would result in a placement rate of 3.2%, comparable to the reported national incidence and fulfilling this objective. The total of 14 children screened, slightly over the 2% objective, can be interpreted even more favorably by the quality, not only the quantity of the referrals.

At the time of the screening meeting, most teachers expressed the desire to hold a screening again later in the year to review those children who were not as obvious. Within the two weeks following the screening meeting, one teacher from each of the two schools requested that a child be screened. Although more time is necessary to determine whether the referring behavior has been sufficiently

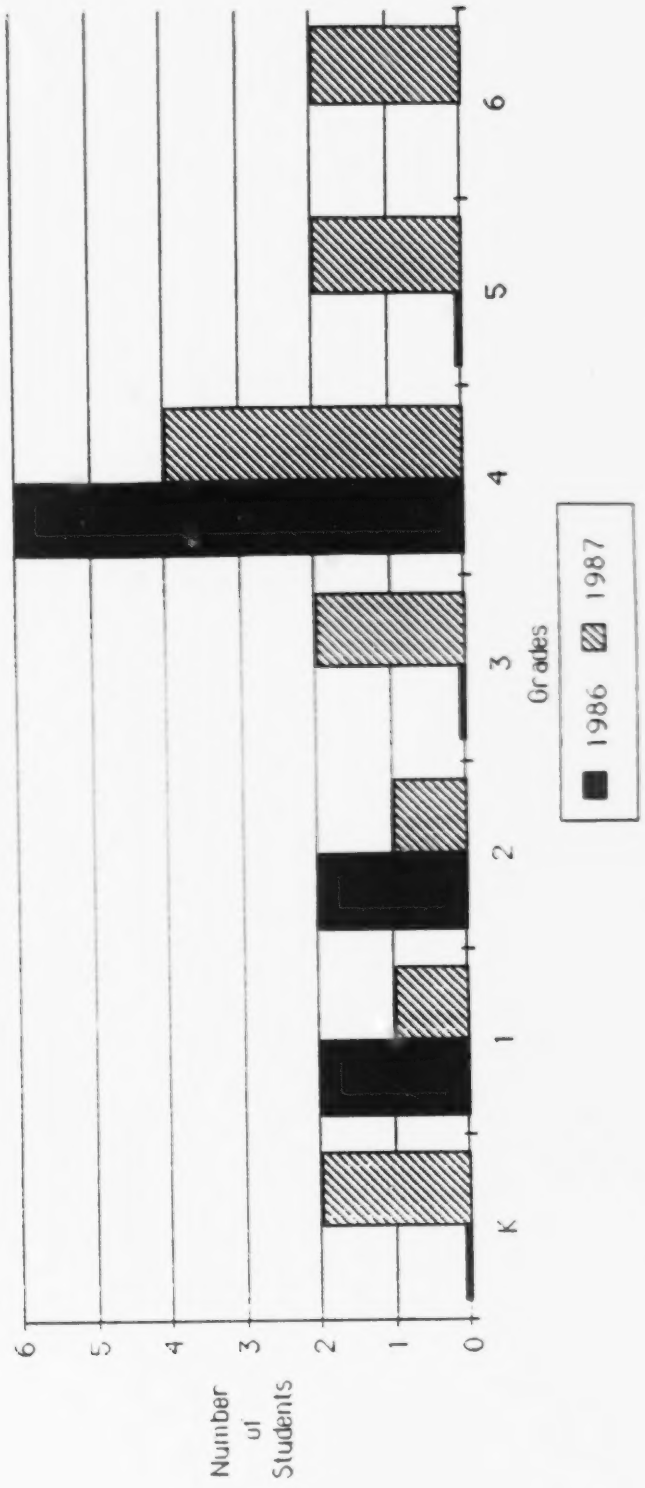

Figure 3. Number of fall screening referrals in the large target school for two consecutive years.

reinforced to continue, these early responses are positive indicators.

Recommendations

Insofar as the objectives were achieved in the smaller of the two target schools to a much greater extent than the larger school, a comparison of the two might be enlightening. To the casual observer, both appear to be pleasant well-run buildings, intensely monitored by involved committed administrators. While these external circumstances are common to both, the teachers in the smaller school are a cohesive friendly group who socialize together and are enthusiastic and appreciative toward anyone who they perceive as helpful. The administrator listens to their concerns, is unafraid to make a case to his superiors when an injustice is perpetrated, shows appreciation for talented innovative instruction and supports the staff's decisions. In addition, he displays a sense of humor, seems relaxed, and often rewards the staff with coffee, donuts, and even dinner. On the other hand, the large school's personnel also suffer from stress caused by the same conditions prevalent in the smaller school, but the tensions are exacerbated by an overcontrolling principal who values institutional procedures above creativity. As a result, the teachers seem cold and removed, they filter out any stimuli that is not mandated, and appear unable to demonstrate enthusiasm to new ideas. The response to the video

presentation was an example of this difference. By administrator order the small school viewed the film during a prearranged lunch hour when he was elsewhere supervising the students, while the other staff saw the film during the regularly scheduled weekly after-school meeting. The latter staff was exhausted and sat immobilized even after the film had ended, whereas the other teachers laughed, commented, and asked many meaningful questions despite their freedom to leave. Since some impact, though less, was demonstrated on these unenthusiastic teachers, continued visibility should gradually effect the desired results. Public announcements of the screening meetings, feedback on aborted as well as completed evaluations should be stringently followed, and encouragement of independent and willing referral behavior should be sought by making forms available without office intervention. Early grade identification might be stimulated by a personal visit from the support staff.

Better response from a questionnaire might be elicited through rewording the items to avoid ambiguities such as the difference between screening referrals and psycho-educational referrals. Confusion over the distinction between testing and evaluation might be eliminated from the text, and general knowledge might increase after the entire referral-to-placement process has run its natural course. It is possible that all the materials presented during a released time workshop would telescope the information making assimilation easier.

Finally, the support staff requires further discrimination. A series of "Who Am I" for each special education personnel who services the building could be played periodically throughout the fall semester, altering the reward to maintain interest. That this game was unquestionably enjoyable for the staff in both schools was well documented by the tremendous daily responses and discussion generated.

Dissemination

Five copies of the videotape were made for maximum exposure. One copy is permanently on file at the school district's Professional Resource Center, a clearing house for supplementary educational materials. As such, the tape is available for all teachers and administrators within the system.

The support staff at the Intermediate School District expressed interest in the report and visual materials and were notified that the information could be presented and used by interested professionals in other districts.

An abstract of the report will be provided each cluster member and the media materials will be presented to anyone who expresses an interest.

Finally, the training procedure and all the multimedia materials are scheduled for presentation at the state convention of the Council for Exceptional Children in the spring. Copies of all materials will be provided to all

persons present. The audience will have an opportunity to respond to the cartoons and ask questions since some of the material will need adaptation to dissimilar populations.

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APPENDIX A

"WHO AM I" GAME

GUESSING GAME

"WHO AM I?"

INSTRUCTIONS: One clue will be coming each of the next three days. On Friday, a McDonald's salad will be delivered at lunch time to the winner. Give your answer to the secretary as soon as possible since the first correct response wins.

CLUE 1

My visits are unexpected, unless I'm invited.

CLUE 2

Sometimes I'm a nuisance, because I interrupt class to talk to you.

CLUE 3

I try to help by answering questions. Sometimes I do help. I know a lot about available resources.

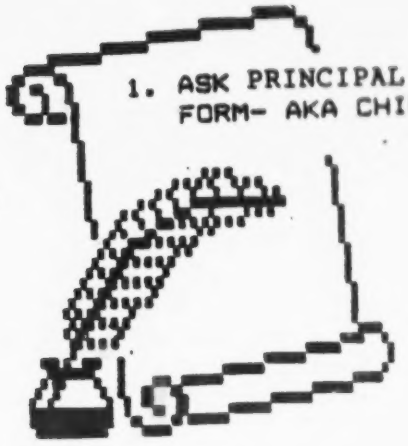
CLUE 4

I can remove students who have trouble learning and give them additional help. Maybe even accelerate their progress.

APPENDIX B

"HOW TO REFER"

1. ASK PRINCIPAL FOR A SCREENING FORM- AKA CHILD STUDY



2. FILL IT OUT

3. RETURN IT TO PSYCHOLOGIST'S BOX

4. WAIT FOR INVITATION TO SCREENING MEETING

APPENDIX C

PARENT PERMISSION NOTES

ELEMENTARY SCHOOL

October 9, 1987

Dear Parent:

Your son/daughter's class has been selected to participate in a video tape which will be filmed November 5, 1987 at the School. This tape will portray fictitious events and will be used for the professional training of teachers.

In the event that you object to your child's face appearing in this tape, please so state and return this note to the school. If you do not object, a response is not necessary.

If you have any further questions feel free to call the Assistant Principal.

Sincerely,

Principal

I do not wish my child, _____, to appear in this video tape.

Signed,

Parent

ELEMENTARY SCHOOL

October 13, 1987

Dear Parent,

Your child, _____, has been chosen to act a major role in a video tape that will be filmed at the School November 5, 1987. This part will be strictly fictitious and the tape will be used only for the professional training of teachers.

Your expressed permission is necessary before any action can be taken. If you have any questions, please feel free to phone the Assistant Principal.

Please sign and return this form as soon as possible.

Sincerely,

Principal

Dear Principal,

I give permission for my child, _____, to participate in the video film on November, 5, 1987.

Signed,

Parent

APPENDIX D

VIDEO SCRIPT

VIDEO SCRIPT

A TEACHER'S LAMENT:TO REFER OR NOT TO REFER.

CAST OF CHARACTERS

Derrick.....troublemaker
Curtis.....hyperactive
Sabrina.....poor reader
Tanya.....very slow
LaToya.....neglected

Teacher.....second grade
Narrator.....psychologist

ONE ACT

One Scene: A typical classroom in a large urban school system.
Time: The beginning of a school day.

SETTING

The video begins with an establishing shot showing the exterior of the school and the hallway with children walking. Credits will be generated over this scene. The narrator is seen walking down the hall. The accompanying audio is saying, "Although these episodes and children are fictitious, what you see may look very familiar. The time is now and the setting is any early elementary urban classroom. While every child is an actor, these are the main characters in our drama." Camera zooms in on each of the five children sitting in the room, while the narrator's voice simply gives their names one at a time.

Camera now shows the hall with the teacher directing traffic and the children going into the room, a few at a time. A voice says "Here we see the start of a day; the teacher is on hall duty, the students are entering, and doing their work from the board which, for this class, is an established routine".

PROPS

Lined paper, pencils, notebooks, spelling books, reading books, cardboard store, chips, gum, candy bars, pop, store list, assortments of coins, change purse, homework assignment.

Belltime

Scene opens on the class during belltime. The teacher is in the hall on duty, and the students are walking into the room, taking a piece of paper from a stack on a table, a pencil from an adjacent box, sitting down and copying a seasonal poem from the board.

Four students are lined up at the pencil sharpener.

Teacher peeks in the room to see Derrick poking the child in front of him with a pencil. Teacher gives him another pencil and leads him to his seat. Teacher goes back in the hall.

Teacher peeks in again to see Derrick with a broken pencil. Gives him another. Teacher leaves.

Teacher peeks in again and sees Derrick pounding the desk. Goes over and looks at his paper. View of one word on the paper. Teacher talks to him about finishing the assignment. Leaves again.

Attendance Time

Bell rings, teacher comes into the room, closes the door, and takes the attendance. Sees an empty seat in a row and asks if Curtis is absent. Curtis yells out from another part of the room where he is standing talking to a student, "here I am". Teacher asks him to take his seat. Teacher asks whether anyone has seen LaToya. Marks her absent.

Homework Check

Teacher asks to see each row's homework papers. Curtis very actively waves his hand and yells out before

teacher can respond, "My dog ate mine". Teacher asks him for yesterday's, he answers, "left it at home". What about the previous day's? "Didn't have time, we went to visit my grandma".

Derrick takes out paper and markers and starts to color.

Teacher asks class for volunteers to read homework paper which was answering questions. Sabrina raises her hand, teacher asks her to come up and read her work. Sabrina starts to read but can only say three words. Teacher asks her to tell the story in her own words but she hangs her head and mumbles "don't know".

Teacher then calls upon Curtis who comes up and reads a his 4 answers.

Teacher calls on other students who do well.

Teacher collects work and announces the commencement of spelling.

Spelling Lesson

Teacher asks the students to take out their spelling notebooks and books which are under their desks and turn to page ?.

Derrick is seen still coloring.

Sabrina can't find her book.

Curtis is actively waving his hand in the air again.

Tanya can't find the page.

Teacher explains the lesson and gives the class ten minutes to complete the assignment. Curtis interrupts the directions and asks to use the bathroom, jumps up and down while asking.

Derrick is seen sitting at his desk, poking the child in front of him, stamping his feet, and singing. He grabs an eraser from the girl next to him, while she is using it. Close-up of his paper shows that it is blank.

Curtis returns very noisily.

Sabrina looks over to see what the student next to her is doing and proceeds to copy her work.

Tanya is working away but a close-up of her paper shows that the assignment is gibberish.

Camera shows Curtis' lesson completed but he is crawling all over the floor by his desk.

LaToya comes in. Teacher asks her why she is late. She answers that her Mom didn't wake up.

Teacher checks the assignment with the class. Since it was a sentence fill-in, teacher calls on ordinary students who answer correctly while the teacher writes the responses on the board.

Teacher collects the papers and sees that LaToya is asleep.

Math Lesson

Teacher holds up a penny, a nickel, a dime, and a quarter and reviews the value of each.
Teacher explains that this is to be a candy store. Holds up a list of items and prices. The actual goods are placed on a table in the front of the room. Teacher asks who wants to buy something and states that the student who makes the right change can keep the items. Curtis waves his hand and is called upon.

Curtis comes up and the teacher gives him an assortment of coins. He is asked what he would like. He picks three items with a total price of .17 and hands the teacher two dimes. Teacher asks if he expects change and how much. He answers, three pennies. She puts the items aside for lunch time.

Sabrina is asked to come up next. Teacher gives her a some change. Sabrina picks items totaling $0.55 and gives the teacher three quarters. She says she needs back two dimes. Teacher compliments her sets her goodies aside for later.

Tanya comes up next and the routine is repeated except that when she pays for the items totaling $0.35, she gives two nickels and eight pennies instead of dimes and

quarters since she does not know the relative values.

Reading Lesson

Teacher asks the class to get out their reading books and tells the "Blue Birds" to come and sit in the little chairs in the rear of the room. The other groups are to remain in their seats and work quietly in their work books. The assignment is writing sentences from the vocabulary words.

Teacher walks over to the "Blue Birds", sits down and asks children to turn to page 78. Teacher calls on Sabrina who reads very haltingly, missing most words. Derrick shouts out the words. When Sabrina finishes the page, the teacher asks questions about the passage, Sabrina answers completely and well.

Teacher calls on Tanya to read. Derrick screams because he wants to read. Tanya cannot read any words and cannot answer the questions. She has no idea of what the story was about.

LaToya, a "Red Bird", is sitting working but yawning and chewing on her clothing.

Curtis, while writing at his desk, periodically drops his books, kicks his foot, and stares out of the window.

Teacher announces lavatory time and camera switches to a shot of the narrator, sitting behind a desk.

Narrator explains that while each of the five children who were featured has problems, not all are potential special education candidates. Some youngsters cannot learn because they have problems that may be completely unrelated to the school situation so that altering their placement would not resolve the difficulty which would simply be carried over into the special classroom.

Camera shows the class working and then zooms in on Latoya. The psychologist explains that her problems stem from the home and from parental neglect. As a result help must be directed to her environment by perhaps the attendance department or, if severe enough, Social Services. Special placement will not have an effect since the school is not the cause nor the

recipient of her difficulty.

The procedure is repeated with each of the other four children. Derrick does not have a learning problem, but rather appears to have a behavior disorder or perhaps an emotional disability. Assistance from the school counselor or school social worker seems warranted.

Tanya appears to have a consistent cognitive deficit. Whatever lesson was presented, she had difficulty comprehending expectations. She should be referred for a psycho-educational evaluation.

Sabrina is very quick with cognitive tasks but shows perhaps a perceptual deficit which is manifested through her inability to decode the printed page. She, too, should be referred to determine whether a learning disability exists.

Curtis is very annoying to the children and to the teacher, yet he is not malicious and, in fact, seems to have difficulty controlling his own impulses. The decision to refer will depend on how much his hyperactivity is interfering with his learning and ability to concentrate, and with the other children's education. If he is only slightly behind expectations, he should simply be watched.

THE NARRATOR'S SCRIPT

"Although these episodes and characterizations are fictitious, what you see may look very familiar. The time is now and the setting is any elementary urban classroom. While every child is an actor, these are the main characters in our drama. First we meet Derrick. Curtis is someone who is easily recognizable, especially in the early grades. This is Sabrina, who will appear in several situations. Tanya is unusual, perhaps somewhat extreme. Here we see LaToya,a youngster with another type of problem.

What you see is the beginning of a school day: the teacher is on hall duty, the students are entering the room and doing their bellwork, which for this class, is an established routine. The assignment this morning is to copy a poem from the board, handwriting practice".

Derrick takes full advantage of the unsupervised situation to annoy his classmates.

The teacher spends a great deal of time structuring Derricks behavior.

His lack of regard for property results in much waste.

Derricks classmates have little tolerance for his distructive behavior.

Simple reprimands have only a mometary impact on Derrick.

Derrick seems to almost enjoy causing trouble.

Curtis has difficulty attending to time limitations and the routines of the classroom.

Curtis shows an almost uncontrollable enthusiasm.

He demonstrates little restraint. Once an idea occurs to him, he must blurt it out, showing no awareness that he is only one student in a class of 30 other students.

Sabrina wants very much to do well, but try as she might she cannot perform effectively.

Although Curtis creates a disturbance, he still managed to complete his work and did it correctly.

Sabrina tries very hard but needs individual attention.

Curtis is annoying to his classmates, but does appear academically capable.

Curtis always makes his presence painfully obvious.

He cannot even walk across the room without tripping or bumping into chairs and tables.

Even opening the door creates a problem for Curtis.

Tanya cannot follow group instructions. She generally requires individual assistence and the teacher frequently must interrupt the flow of the lesson to help Tanya.

Although the lesson was explained to her Tanya still cannot do the assignment.

Tanya's paper make little sense.

Sabrina works very hard, her writing is good but her lack of confidence causes her to depend on her classmates. Whether or not the student next to her is correct does not matter since she feels she is incapable of performing this lesson which requires reading.

Certainly no one would want to have anything to do with Derrick. The only interaction he has with his classmates is negative, distructive, and punitive.

LaToya frequently comes to school very late and then seems to tired to work.

LaToya's attire indicates very little parental interest.

Throughout the day, LaToya can be seen daydreaming and preoccupied.

Very often LaToya falls asleep once she finally does make it to class.

Here we see that Curtis has another task properly done but in an noisy overly active manner.

Curtis is generally very insistent on having his turn.

He actually does derive satisfaction from activities that involve physical movement.

Lessons that require thinking with doing are a source of pleasure for Curtis. Immediate reinforcement seems most necessary for Curtis.

Curtis is a whiz with practical problem solving.

While Sabrina had difficulty reading, she does appear quite capable in math.

At times Curtis can work independently. He cannot, however, work without making his presence very obvious.

Tanya has not made the connection between the coin values and the candy. She just haphazardly grabs whatever items appeal to her and hands the teacher a fistful of money.

Patience and repetition do little to improve her performance since she does not comprhend the basic concept.

LaToya often seems preoccupied.

Derrick is offensive to his classmates. He simply does what HE wants, ignoring task expectations.

Sabrina has a great deal of trouble reading anything but the simplest words. The printed page seems a mystery to her.

Despite the teacher's help decoding Sabrina seems unable to sequence the sounds into meaningful words.

On the other hand, once she knows the words she shows good comprehension of the passages.

Derrick cannot stop from embarrassing and belittling his classmates. At times his presence in the room is distructive to the total learning situation.

Tanya cannot read. She knows her letters and some initial sounds but cannot pronounce any words in this first grade book.

When asked to explain the story using the pictures as

cues, Tanya is so literal that she misses the point. Even her perceptual ability is impaired.

Although Derrick can function academically, his achievement is minimal and far below his capabilities.

LaToya can manage to do her work when she can remain awake and alert.

LaToya's progress is hindered by her excessive absences, when she is not present she misses the continuity of the lessons.

Curtis cannot sit still, some part of his anatomy is in constant motion.

Sabrina but cannot do her work unless she copies.

Narrator explains that while each of the five children who were featured has problems, not all are potential special education candidates. Some youngsters cannot learn because they have problems that may be completely unrelated to the school situation so that altering their placement would not resolve the difficulty which would simply be carried over into the special classroom.

Camera shows the class working and then zooms in on Latoya. The psychologist explains that her problems stem from the home and from parental neglect. As a result help must be directed to her environment by perhaps the attendance department or, if severe enough, Social Services. Special placement will not have an effect since the school is not the cause nor the recipient of her difficulty.

The procedure is repeated with each of the other four children. Derrick does not have a learning problem, but rather appears to have a behavior disorder or perhaps an emotional disability which is impeding his progress. Assistance from the school counselor or school social worker seems warranted. If intervention within the classroom does not improve his behavior and he continues to disturb others, he may need an evaluation and possible placement in a classroom for the emotionally impaired.

Tanya appears to have a consistent cognitive deficit.

Whatever lesson was presented, she had difficulty comprehending expectations. She should be referred for a psycho-educational evaluation.

Sabrina is very quick with cognitive tasks but shows perhaps a perceptual deficit which is manifested through her inability to decode the printed page. If additional assistance does not break through this barrier, she, too, should be referred to determine whether a learning disability exists.

Curtis is very annoying to the children and to the teacher, yet he is not malicious and, in fact, seems to have difficulty controlling his own impulses. The decision to refer will depend on how much his hyperactivity is interfering with his learning and ability to concentrate, and with the other children's education. If he is only slightly behind expectations, he should simply be watched.

Although these youngsters were fictitious, the behaviors they exhibit occur in varying degrees in many classrooms. In all cases, assistence is available to the teacher and suggestions should be sought from the support staff assigned to each school.

THE TEACHER'S SCRIPT

All parts follow the same outline but each actor will ad-lib his/her character in a spontaneous manner.

Belltime

The teacher is standing on hall duty and peeks in the room three times, dealing with Derrick's misbehavior each time. Takes him to his seat, gives him another pencil, and reprimands him.

Attendance

Bell rings and teacher comes in the room. Deals with Curtis not in his seat, marks kids absent, including LaToya. Makes a special point looking for LaToya.

Homework Check

Teachers checks each row to see that work is done. Interacts with Curtis who has not done it for three consecutive days.

Teacher asks for volunteers to read their sentences. Calls on Sabrina who does poorly, and then on Curtis who does OK.

Teacher collects work and announces spelling.

Spelling

Asks class to turn to page ? where the word list is and write sentences on board.

Helps Sabrina find her book.

Helps Tanya find the page.

Explains lesson and time limit.

Deals with Curtis' bathroom interruption.

While class is working, teacher circulates, etc.

Questions LaToya who comes in late.

Checks assignment by calling on students and writing on board.

Collects papers.

Math

Explains value of four coins and the candy store.

Calls on Curtis to come up and buy. Since he is correct he keeps his purchases and teacher puts them aside for lunch time.

Calls on Sabrina. Same thing.

Calls on Tanya, she is incorrect.

Reading

Teacher tells class to assume reading group positions. Gives independent work assignment to other groups and sits with the "Blue Birds".

Calls on Sabrina who has difficulty and then questions her comprehension which is adequate.

Deals with Derrick's interruptions.

Calls on Tanya, who cannot read nor comprehend.

Teacher announces lavatory time.

TEACHER'S LINES--TO BE READ WITH A CLOSE UP OF HER

PAUSE IN BETWEEN

1) Admonish Derrick for poking

2) Admonish Derrick for breaking pencil

3) Admonish Derrick for pounding desk

4) Announcement commencement of attendance

5) Where is Curtis? Anyone seen Curtis? Please take your seat, Curtis.

6) Has anyone seen LaToya? No?

7) Announce homework check. Everyone hold up your papers.

8) Yes Curtis? Your dog ate it? Well then, where is yesterday's homework?

9) Who would like to read the homework? OK Sabrina, you may come up.

10) Curtis, I thought your dog ate it?

11) OK you may come up.

12) I will collect the papers now.

MEDIUM SHOT OF TEACHER

13) Announce commencement of spelling. Ask class to take out books and notebooks and turn to page....etc.

14)What is it now Curtis? Can't you wait until the end of the lesson? Alright, but please leave without disturbing anyone.

15) Let's go through the spelling answers together now.

16) Announce that the class will now have the opportunity to use their knowledge of coins to buy goodies at the play store.

17) Who wants to buy first? OK Curtis.

18) Who else? OK Sabrina.

19)Tanya, why don't you come up and try?

20) Announce reading. Ask all groups to take out their books and all but "Parades" will have written work. Give directions for written work. State that you will work with "Parades".

21) Please put your books away, we will now go to the lavatory..

DERRICK'S SCRIPT

You may do any of the following as often as you like:

Poke kids (gently, please) with and without a pencil
Yell out
Take other kids' things
Be rude to teacher and kids.
Hit (gently) just make it look good!
Bang your feet, fists, even head.
Sing
Throw paper wads

Belltime

Stand in pencil line and poke kids.
Break your pencil after teacher leaves.
Later pound desk and write less than one word.

Homework Check

Take out markers and draw and scribble.

Spelling

Still coloring and bothering kids.
Do no work, just annoy and color.

Math

Pick a fight with someone- don't actually fight. Just be nasty.

Reading

Go sit with teacher's group.
Each time someone does not know a word, yell it out.
Scream and insult the teacher when she does not call on you to read.

CURTIS' SCRIPT

You may do any of the following things as often as you like:

Look out of the window or around the room
Daydream
Dirty your paper or rip it
Move your feet, hands.
Crawl around the floor
Raise your hand for help or to use the bathroom

Homework Check

Yell out that you don't have your homework. Say your dog ate it. When teacher asks about yesterday's say you left it at home and couldn't do it the day before because you were at your grandma's house.

When the teacher asks for people to read, you raise you hand. When the teacher repeats that you do not have it, you say, you found it in your pocket. Take out a very crumpled paper and come up and read the answers to the four questions on the homework ditto.

Spelling

Wave hand alot but is ignored by the teacher.

Yell out that you have to use the bathroom and jump up and down while you ask.

Wait a minute and come back in, bumping into desks as you come in.

Do your spelling well. When done crawl on the floor.

Math

Keep waving your hand to come up and buy.

When teacher calls on you, come up and buy a candy bar and three pieces of gum. Give the teacher two dimes and answer that you get three pennies back.

Reading

Very very slowly do the writing assignment at your desk. You are not a "blue bird". Do not finish but hum, tap your

foot and squirm in your seat.

SABRINA'S SCRIPT

You are a good student, you behave and try to do your work, you can do a lot but you cannot read anything but little words like: an, the, or, red, in, and. You need to copy or ask how to do work that needs reading.

Homework Check

You raise your hand and ask to come up to read your sentences.
The teacher calls on you and you try to read the sentences.

The teacher asks you to tell about what your wrote but you mumble and stutter and finally say you don't know.

Spelling

You cannot find your book. Keep looking until the teacher comes over to help you.

Take out your notebook and copy sentences from board.
Copy the fill-in words from the girl next to you.

Math

Raise your hand to buy from the store. When you come up you pick out two bags of potato chips and a candy bar. You give the teacher three quarters and ask for two dimes in change.

Reading

You are a "Blue Bird" so you go with the group and the teacher.

When the teacher calls on you to read, you cannot read anything but "and, or, in". The teacher helps you.

When the teacher asks you questions about the reading, you answer correctly.

TANYA'S SCRIPT

You cannot do much. You can copy most letters and count to 29, but you cannot add or read any words, you can only name letters. You need the teacher to explain everything to you alone.

You just sit and don't bother anybody but your classmates try to help you.

Spelling

You cannot find the page. Someone helps you.

Your paper is filled but with marks that make no sense, just separate letters and even numbers mixed in.

Math

You raise your hand to come up to the store.

When the teacher calls on you, you pick out many items but give the teacher only pennies and two nickels to pay for it. You don't know the difference between the four coins. Smile, though, because you think you are right.

Reading

Since you are a "Blue Bird", you go with the group and the teacher.

When the teacher asks you to read, you stare at the page but nothing comes out. The teacher reads it and asks you questions about the reading but you just shrug and smile.

LATOYA'S SCRIPT

You may do any of the following as often as you want:

- Yawn
- Sleep
- Chew on your clothes
- Suck your thumb and twirl your hair
- Daydream
- Look sloppy

Spelling

You come to school while the class is doing spelling.

Teacher asks why you are late and you say your Mom didn't wake up.

Take out your book and notebook and start to work.

Fall asleep while class is working.

Math

Wake up but chew on clothes and stare into space.

Reading

You stay in your seat to do the independent assignment.

You do your work, but spend long periods of time sucking your thumb and staring into space.

Camera Shots

VIDEO	AUDIO
Long Establishing Shot. Fade-In of either/both front of school and children walking in the hall. Title and credits generated over.	Vivaldi
Long Shot of narrator walking down the hall.	Narrator's voice describing the setting.
Medium Shot of children putting coats in locker.	"Although these episodes and characterizations are
Close-up closing locker doors.	fictitious, what you see may look very familiar. The time
Long Shot of children in hall.	is now now and the setting is any elementary urban
MS of children entering the classroom.	classroom. While every child is an actor, these are the
Close-Up of Derrick	main characters in our drama. First we meet Derrick.
CU of Curtis	Curtis is someone who is easily recognizable, especially in the early grades.
CU of Sabrina	This is Sabrina, who will appear in several situations.
CU of Tanya	Tanya is unusual, perhaps somewhat extreme.
CU of LaToya	Here we see LaToya,a youngster with another type of problem.
LS of teacher directing traffic in the hall	What you see is the beginning of a school day: the teacher
MS of teacher	is on hall duty, the students are entering the room and
LS of class inside of room	doing their bellwork, which for this class, is an established routine.

LS of children walking over to table with paper and pencils.	The assignment this morning is to copy a poem from the board, handwriting practice"
Medium Shot of kids' hands grabbing paper.	Paper rattling
Close-Up of hand picking up paper.	Natural
MS of teacher in hall	Natural
MS of Derrick grabbing pencil and then going over to stand in the pencil line.	Crumbling paper
MS of Derrick poking the pencil into the student in front of him.	Pencil sharpening sound
MS of teacher looking in the room.	Natural
CU of pencil poking student.	Natural
CU of student's face when poked.	"Ow"
MS of teacher walking in room and taking the pencil from Derrick, then leading him back to the pencil box and giving him another.	Teacher reprimanding
MS of teacher leading him to his seat.	Natural
LS of teacher returning to the hall.	Natural
LS of class writing at their desks	Soft talking
MS of poem on board.	Natural
CU of child's paper with poem on it.	Natural
MS of Derrick with broken pencil.	Pencil breaking

MS of teacher looking in.	Natural
MS of Derrick.	Teacher reprimanding Derrick
MS of teacher entering room, picking up another pencil and walking over to give it to Derrick.	Natural
CU of hand taking broken pencil and replacing it with new one.	Natural
MS of teacher leaving room.	Natural
MS of Derrick pounding desk.	Banging
LS of teacher looking in room.	Natural
CU of teacher's face.	Natural
LS of teacher walking over to him.	Natural
MS of t acher looking at his paper.	Teacher talking to him
CU of paper with one word on it.	Continue talking
MS of teacher leaving again.	Narrator: Derrick seems to enjoy causing trouble"
(ATTENDANCE TIME)	(ATTENDANCE TIME)
CU of clock	Ticking sound
MS of teacher coming in room and walking over to her desk.	Natural
CU of record book or seating chart.	"
MS of teacher	"
MS of a row of students.	"
CU of empty seat in row on left side of room.	Teacher" Has anyone seen Curtis"
MS of Curtis standing on right	Curtis "Here I am"

side of room.	
MS of Curtis walking back to the empty seat	Shoe scraping
MS of another row.	Natural
CU of another empty seat.	Teacher: Anyone seem LaToya?"
MS to teacher's hand writing in class book.	Class: "No"
(HOMEWORK CHECK)	(HOMEWORK CHECK)
MS of teacher	Teacher "Show your Homework"
LS of class holding up papers	Natural
MS of Curtis waving his hand	Curtis: Ms Smith! Ms Smith!
LS of teacher walking towards Curtis	"My dog ate mine". Teacher : "Where's yesterday's paper?"
MS of Curtis	Curtis: Didn't have time, we went to visit my grandma"
MS of Derrick taking out markers	Books banging
CU of marking paper	Natural
LS of class	Teacher: Who wants to read the homework?
MS of Sabrina with her hand up.	Teacher: OK Sabrina
LS of Sabrina walking to the front of the room.	Natural
MS of Sabrina	Sabrina: The--C-C-C-, Teacher says cat?
CU of her paper with only a title of a book.	Sabrina: in the h-h-h-
MS of teacher	Teacher: hat? Sabrina, tell me the story you read.
CU of Sabrina's face	Sabrina: don't know. Teacher: You may sit down.

LS of her walking back to her seat	Teacher: Curtis, you may come up.
LS of Curtis walking to the front, carrying his paper.	Teacher: I thought your dog ate it.
CU of crumpled paper	Curtis: I found it.
MS of Curtis reading from his paper.	Curtis reads the four questions and good answers.
LS of Curtis returning to his seat.	Kicking chairs.
LS of teacher walking around the room, picking up the papers.	Teacher: I"ll collect the papers now.
MS of students handing her the papers.	Narrator: Curtis completed his assignment despite creating a disturbance.
MS of Derrick scribbling.	Singing
(SPELLING)	(SPELLING)
MS of teacher opening a book.	Teacher asks class to take out spelling notebooks and turn to page 50.
LS of children reaching for their books.	Natural
MS of Derrick scribbling	Natural
MS of Sabrina searching for her book.	Natural
MS of Curtis waving his hand again.	Curtis: Ms. Smith! Ms Smith!
MS of Tanya flipping through the book.	Natural
CU of page numbers.	Natural
CU of hand turning pages to right number.	Natural
MS of teacher.	Teacher explains lesson

MS of Curtis jumping up and down.	Curtis: Ms. Smith, Ms. Smith! Can I use the bathroom? Teacher: Yes.
MS of Curtis leaving room	Banging door
LS of class writing in spelling books.	Natural
MS of Derrick drumming his fingers on the desk and pulling a girl's hair.	Drumming sound
CU of page in book with Derrick's name but blank otherwise.	"ow"
MS of Derrick grabbing a student's eraser.	Hand slapping sound
MS of Curtis coming into the room.	Door banging
MS of Sabrina looking at someone's paper.	Natural
MS of other students paper.	Natural
CU of Sabrina's paper-exactly the same but for the name.	Narrator: Sabrina tries hard but needs special attention.
MS of Tanya working diligently	Natural
CU of Tanya's paper, which is just gibberish.	"
MS of Curtis crawling on the floor.	"
CU of Curtis' paper complete and correct.	Narrator: Curtis may be very annoying, but he is capable
MS of LaToya opening the door.	Natural
CU of the clock.	Teacher: LaToya, why are you late?
MS of LaToya walking to her	LaToya: My mother didn't wake

seat, pausing along the way to turn to the teacher.	up.
MS of teacher walking to the board and writing number 1	Teacher: Let's correct the spelling.
LS of class with hands raised	Teacher: Who knows #1?
MS of any student	Student answers correctly.
MS of teacher writing on board.	Natural
MS of any other student	Natural
CU of teacher's hand writing on board	Screeching sound
MS of teacher writing on board and looking in spelling book.	Natural
LS of teacher collecting spelling books.	Natural
CU of LaToya sleeping.	Snoring. Narrator: LaToya regularly comes late and then appears too tired to work.
(MATH LESSON)	(MATH)
LS of teacher	Teacher explains the Candy Store Lesson.
MS of teacher holding up penny, nickel, dime, and quarter.	Teacher reviews the values of the coins.
CU of coins in her hand or on table.	Natural
MS of teacher picking up and holding store list.	Teacher explains the store list and the prices.
CU of each item on list.	Teacher reviews price of each item.
MS of teacher placing items on cardboard store.	Natural
CU of any of the items.	Natural
LS of teacher walking toward the	Teacher: Who wants to come up

class.	and buy something?
LS of class with most hands raised.	Natural
MS of Curtis with hand up.	Curtis yelling, "I do, I do!"
CU of his hand waving frantically.	Teacher calls on Curtis.
LS of Curtis walking up to the store.	Banging and scraping sounds.
MS of Curtis receiving a purse of coins, which he puts down.	Natural
CU of him picking up 3 pieces of candy and one piece of gum, and handing the teacher two dimes.	Teacher: How much change should you get?
CU of teacher's hand picking up three pennies.	Curtis:" Three pennies"
MS of teacher giving the pennies to Curtis.	Teacher: very good
MS of teacher taking the bought items and putting them in her desk drawer.	Teacher: I'll put your things in my drawer until lunch time.
MS of Curtis returning to his seat.	Narrator: another task well done but in an irritating manner.
LS of teacher.	Teacher calls on Sabrina
MS of Sabrina walking to the front.	Natural
MS of teacher placing an assortment of coins in purse before her.	Natural
MS of Derrick scribbling.	Tapping sound
CU of Derrick's desk with scribbling all over it.	Natural

MS of Sabrina picking up a pop and one candy.	Sabrina: I want these two.
CU of Sabrina's hand taking 3 quarters and giving them to the teacher's hand.	Teacher: How much change should you get?
CU of teacher's hand picking up 2 dimes and holding them out.	Sabrina: 2 dimes
MS of teacher putting the pop and candy in her drawer.	Teacher: Very good, I'll save them for later.
LS of Sabrina walking back to her seat.	Narrator: While Sabrina has difficulty reading, she has mastered her math.
CU of Tanya's hand in the air.	Teacher: OK, Tanya
MS to Tanya walking up.	Natural
MS of teachers giving coin-purse to Tanya.	Tanya: I want a pop.
MS of Tanya picking up an odd assortment of coins in a haphazard manner.	Natural
MS of teacher taking them from her hand and placing them back in the purse.	Teacher: No,No! Just take what you need.
MS of teacher holding up the store list in front of Tanya.	Teacher explains again.
MS of Tanya picking up a bag of chips and grabbing some coins.	Tanya: OK, this.
CU of Tanya's hand giving the teacher three pennies and a nickel.	Tanya: Here.
MS of teacher taking the chips and putting them back with the other store items.	Teacher: No not right. You cannot keep them.
CU of teacher picking out a quarter and holding it up.	Teacher: It was a quarter. Please sit down.
LS of Tanya walking back to her	Natural

seat.

(READING LESSON)	(READING)
LS of teacher.	Teacher asks class to get out their reading books.
LS of class taking out a book.	Natural
LS of some children moving to a separate section carrying their books to sit in a group.	Teacher asks BlueBirds to come to the reading circle.
LS of teacher passing out paper to the children still seated.	Teacher explains that Red Birds are to make sentences from the vocabulary words
MS of various children starting to write.	Natural
LS of teacher walking over to the seated group and sitting down in their midst.	Natural of moving chairs.
MS of teacher opening her book.	Teacher tells group to turn to p.51 and asks Sabrina to read.
MS of Sabrina reading.	Sabrina misses many words.
CU of her finger pointing to each word.	Derrick yells out the answers each time.
MS of Derrick sitting beside Sabrina.	Teacher asks him to stop.
MS of teacher.	Teacher helps her sound out words;asks comprehension questions.
MS of Sabrina.	Sabrina answers comp. well
MS of group.	Derrick is poking his book into a student.
MS of Curtis, sitting at his desk, kicking his foot, and staring out the window.	Natural
CU of Tanya.	Teacher asks Tanya to read.

MS of Derrick.	Derrick screams he wants to.
MS of Tanya.	Silence. Narrator: There seems to be very little that Tanya can do.
CU of picture in book.	Teacher: Tanya, please tell me what you see in the picture. Tanya does so.
Ms of LaToya, sitting at her seat, chewing on her clothing and yawning.	LaToya can manage to do her work at the times when she is alert and present.
CU of LaToya's paper which is quite complete.	Natural
MS of Curtis writing.	Narrator: Periodically, Curtis can work independently.
CU of Curtis' book falling to the floor.	Bang. Narrator: Curtis does however, always manage to make himself known.
LS of teacher walking back to her desk.	Teacher: OK class, take your seats.
LS of small group re-arranging the chairs and walking back to their seats.	Loud noises of chairs moving.
CU of clock.	Teacher's voice announcing that it is lavatory time.
MS of teacher	Teacher asks class to line up by rows.
MS of the door.	Teacher: Row 1.
(SUMMARY)	(SUMMARY)
MS of narrator sitting at desk.	Narrators speech generally explaining the video.
LS of class.	Natural
CU of LaToya	Narrator describes LaToya
CU of Derrick	Narrator describes Derrick

CU of Tanya	Narrator describes Tanya
CU of Sabrina	Narrator describes Sabrina
CU of Curtis	Narrator describes Curtis.

APPENDIX E

A DESCRIPTION OF THE REFERRAL PROCESS "FYI"

FOR YOUR INFORMATION
FROM THE PSYCHOLOGIST

1.....If screening committee recommends evaluation-YOU fill out forms 658 & 1103.

2.....Check with office to decide who obtains parent signature.

3.....OFFICE forwards forms to Psychological Services.

4.....Psychological Services assigns case to psychologist, who requests other evaluations.

5.....Evaluators PLUS teacher makes placement recommendation.

6.....Psychologist sets meeting. Invites mandated members: a) parent b) teacher c) administrator, all of whom recommend placement.

APPENDIX F

CARTOONS ILLUSTRATING BEHAVIORS

This is frequent behavior of eight-year-old Ricky

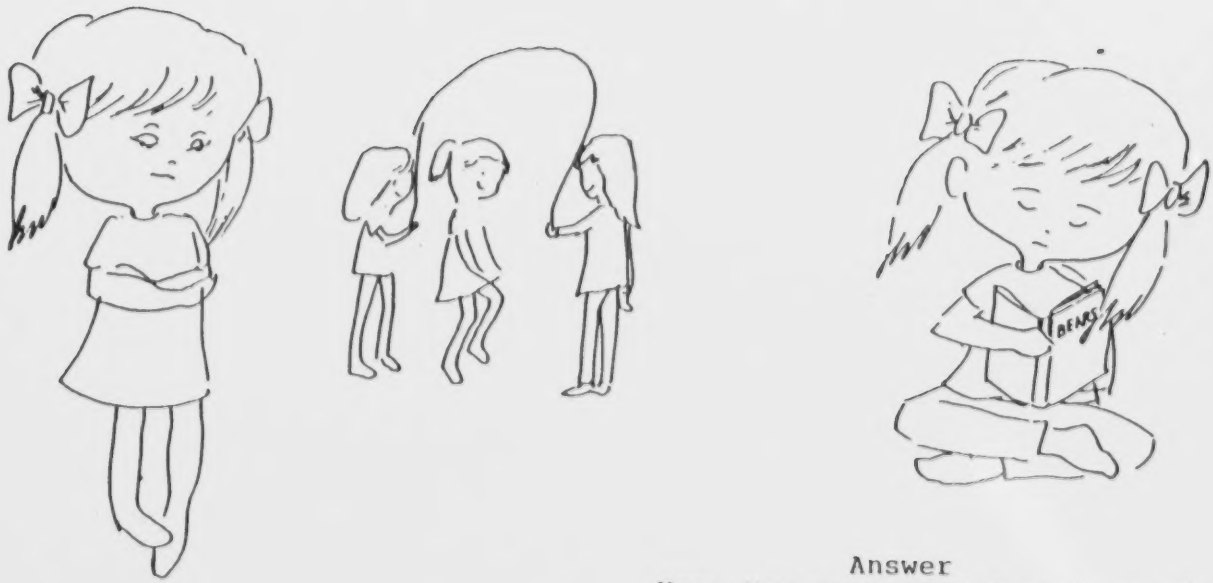
Answer

Yes- Small motor deficits interfering with learning. May have a learning disability. Needs psycho-educational evaluation.

Would you refer him??

Yes NO wait

This is frequent behavior of eight-year-old Ricki



Answer
Yes- May need social work service.

Would you refer her??

Yes NO Wait

This is frequent behavior of eight-year-old Ricky

Answer

Yes- Does not understand math concepts and cannot read. May be mentally impaired, needs psychological evaluation. Also educational assessment by a Teacher Consultant, possibly a language assessment by the TSLI.

Would you refer him??

Yes NO wait

115

This is frequent behavior of eight-year-old Ricki

Answer
Yes- Indices of emotional problems. May need social work service.

Would you refer her??
Yes No Wait

This is frequent behavior of eight-year-old Ricky

Answer

Yes-Capable in some subjects, deficient in others.
May be learning disabled. Needs psych. evaluation.

Would you refer him??

Yes NO wait

This is frequent behavior of eight-year-old Ricardo

Answer
No- Ambidexterity does not appear to be interfering with learning.

Would you refer him??
Yes No Wait

This is frequent behavior of eight-year-old Ricky

Answer

Yes- Attitude and/or environmental problem. May need social work.

Would you refer him??

Yes NO wait

This is frequent behavior of eight-year-old Ricki

Answer
No- Check with parents to see if vision needs correction.

Would you refer her??

Yes No Wait

This is frequent behavior of eight-year-old Ricky

Answer

Yes- Has attention and retention problems. May be learning disabled or mentally impaired. Needs psychological evaluation.

Would you refer him??

Yes NO wait

121

This is frequent behavior of eight-year-old Ricki

Answer
Yes- Visual-motor processing good. Possibly learning disabled. Needs psychological for determination.

Would you refer her??

Yes NO Wait

122

132a

This is frequent behavior of eight-year-old Ricky

Answer
Wait- See if daydreaming is inhibiting work production.

Would you refer him??

Yes NO wait

This is frequent behavior of eight-year-old Ricardo

Answer

Yes- Possibility of neurological problems interfering with learning. Needs psychological evaluation. Possibly medical exam.

Would you refer him??

Yes NO wait

This is frequent behavior of eight-year-old Ricky

Answer
Yes- Behavior disorder. Needs social work intervention.

Would you refer him??

Yes NO wait

APPENDIX G

SCREENING MEETING POSTER

NOTICE
THERE WILL BE A
SCREENING
MEETING
IN DECEMBER

APPENDIX H

SAMPLE SCREENING FORM

NAME _____ CHILD STUDY SCREENING FORM DATE _____

B.D. _____ _____

I. Health

1. General health _____
2. Vision _____ Wears glasses? ____
3. Hearing _____
4. Cleanliness and attire _____
5. Energy level _____
6. Excessive absences _____
7. Medications _____
8. Speech problems _____
9. Fine motor coordination _____
10. Walking and balancing _____

II. Work Habits

1. Attitude _____
2. Work patterns:
   a. works independently _____
   b. procrastinates _____
   c. completes work _____
   d. accuracy _____
   e. copies from others _____
3. Attention span _____
4. Retention _____
5. General comprehension _____
6. Flashes of intellect _____
7. Other comments on attitude and work _____

_____

_____

Name _____

II. Educational Achievement (Actual grade placement: _____

(Retained _____

1. Reading level _____
2. Writing difficulties _____

_____

3. Math level _____ _____
4. Special interests and area of achievement _____

_____

IV. Social Adjustment

1. To classmates and other peers _____

_____

2. To teacher _____
3. Leader? _____
4. In group _____
5. Assumes responsibility _____

V. Psychological Adjustment

1. Does child appear happy? _____

_____

2. Unusual behavior _____

_____

3. Unusual bathroom habits _____

_____

4. Mature for age _____

_____

5. Unusual fears/anxieties _____

Name _____

V. Psychological Adjustment (cont'd) 131

6. Daydreaming _____

7. Self-control _____

_____

a. Temper tantrums _____

b. Moods _____

VI. Referrals to other school specialists:

Speech Therapist:

School Social Worker:

Other:

VII. Family Contacts:

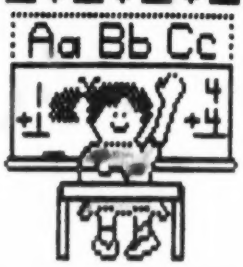
VIII. Intervention Techniques Attempted

	TYPE	DURATION
1.	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

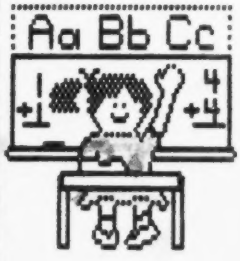
_____
Signature of Teacher

APPENDIX I

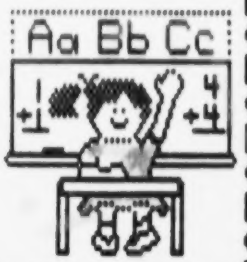
SCREENING FORMS DUE DATE POSTER



WANTED..



COMPLETED SCREENING FORMS DECEMBER 9TH



APPENDIX J

VIDEOTAPE

UNDER SEPARATE COVER

APPENDIX K

SCREENING MEETING DATE POSTER

REMINDER---
SCREENING
MEETING
DECEMBER 15

APPENDIX L

INVITATIONS TO TEACHERS

DEAR TEACHER,
YOU ARE INVITED TO THE SCREENING MEETING

APPENDIX M

TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

INSTRUCTIONS: Please circle your response to the following statements. There is only one correct answer.

(1) Learning problems are the specific province of the:
a) Social Worker b) Psychologist c) Speech Therapist d) all of the above

(2) The psychologist is someone who:
a) tests b) evaluates c) consults with teachers about children's problems d) may suggest teaching strategies e) b, c, & d

(3) The social worker also assists in learning problems:
a) true b) false

(4) Who of the following may participate in the evaluation?
a) social worker b) speech therapist c) teacher consultant d) teacher e) any of the above

(5) Parents:
a) sign permission to evaluate b) provide environmental information c) affect placement
d) all of the above e) none of the above

(6) Children referred for screening are:
a) always evaluated b) disposition is a mystery
c) sometimes receive another service d) are usually put on hold

(7) All children referred for screening are:
a) screened b) placed c) evaluated

(8) I will fill out a screening form for the following children:
a) 25% absenteeism b) inability to see board
c) screaming without provocation d) one year overage but performing satisfactorily

(9) Children referred for screening may have:
a) emotional problems b) learning problems
c) difficulty understanding verbal directions
d) any or all of the above

(10) I have a vote and participate in:
a) screening meetings b) evaluation c) placement meeting (IEPC) d) all of the above e) none of the above